DOCUMENT RESUME

ED 144 319 EC 102 367

AUTHOR Bailey, Larry J.
TITLE A Teacher's Handbook on Career Education for Students with Special Needs: Grades K-12.
INSTITUTION Illinois State Office of Education, Springfield.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 77
NOTE 290p.

EDRS PRICE MF-$0.83 HC-$15.39 Plus Postage.
DESCRIPTORS Aurally Handicapped; *Career Education; Elementary Secondary Education; Family School Relationship; *Handicapped Children; *Instructional Materials; *Lesson Plans; Parent Role; Physically Handicapped; *Resource Guides; *Teaching Guides; Visually Handicapped

ABSTRACT

The handbook is designed to move teachers in the direction of developing competencies in planning, organizing, and conducting career education learning activities for students with special needs. The first chapter on special education in Illinois reviews the context in which the handbook was developed. Chapter II is devoted to the emergence of career education as a major, national educational priority. Career education and career development definitions are provided and the purpose, goals, and objectives at the primary and intermediate levels are presented in Chapter III. Discussed in Chapter IV are the characteristics of three groups (visually, hearing, and physically impaired) of children and comments on certain implications for career education. Chapter V identifies the types of available information and provides for access to resources and agencies which produce and provide career education materials and services. Chapter VI demonstrates how career education goals and objectives and career education materials can be merged in planning and developing instructional lessons and units. A final chapter discusses the role of the parent in career development and suggests ways in which the home school relationship can be enhanced. Appendixes (which make up a major part of the document) include sample unit and lesson plan forms, representative lesson plans developed by field-test teachers, and a taxonomy of commercial instructional materials for career education--grades k through 12. (SBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED144319

A Teacher's Handbook on Career Development for Students with Special Needs: Grades K-12

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

State Board of Education
Illinois Office of Education

Joseph M. Cronin
State Superintendent of Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Louise Giesecke

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EC102367

A TEACHER'S HANDBOOK ON CAREER DEVELOPMENT FOR STUDENTS WITH SPECIAL NEEDS: GRADES K-12

State Board of Education
Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education
Springfield

First Edition, 1976

Second Edition, 1977

A Brief Summary

The first draft in three volumes was developed during 1973-74 under USOE Grant No. OEG 3-6-06279-1546(607), Career Awareness Project, Instructional Materials Center, Office of the Superintendent of Public Instruction, State of Illinois; in cooperation with Hazel Bothwell, consultant for the hearing impaired, Jacksonville; Jean Preston Muckelroy, consultant for the physically impaired, Chicago; and 86 educators, parents, and students.

A second draft was revised and developed in 1974-75 under contract with Dr. Larry J. Bailey, Department of Occupational Education, Southern Illinois University, Carbondale; in cooperation with the Northwest Illinois Association, DeKalb, Jerry Maring, Director; and in part by USOE Grant No. G 007503404, Office of Career Education.

The first edition was developed during 1975-76 with continuing contributions from Dr. Bailey, under USOE Grant No. G 0075034040, Office of Career Education, as part of a career education model demonstration project directed by Carol Reisinger, Career Education Specialist, Department of Program Planning and Development, Illinois Office of Education, Springfield.

The second edition, also developed by Dr. Bailey in 1977, was expanded to include Grades 7-12. This edition includes a revision of Chapter VI, a revision and extension of Chapter III, additional sample lesson plans in Appendix B, and a new compilation of instructional materials in Appendix C. The second edition was supported by USOE Grant No. G 007503404 and was directed by Donna Martin, Career Education Coordinator, Department of Adult Vocational and Technical Education, Illinois Office of Education, Springfield.

The Illinois Career Awareness for Handicapped Children Project was initiated and has been coordinated by Louise Giesecke, Department of Specialized Educational Services, Illinois Office of Education, Springfield. Inquiries and comments are invited and may be addressed to the coordinator.

* *

"The Material in this publication was prepared pursuant to a grant with the U.S. Office of Education, Department of Health, Education, and Welfare. Points of view or opinions do not necessarily represent USOE policies or positions."

CONTENTS

		Page
Foreword		i
Preface		v
Introduction		vii
CHAPTER I:	SPECIAL EDUCATION IN THE STATE OF ILLINOIS	I-1
	Introduction.	I-1
	Philosophy and Program Guidelines	I-1
	Districts and Joint Agreement	I-2
	Regional Programs and Services.	I-4
	State Advisory Council on Education of Handicapped Children	I-5
	The Illinois Commission on Children	I-7
	The Child Hearing Test Act.	I-7
	Summary	I-8
CHAPTER II:	THE EMERGENCE AND CURRENT STATUS OF CAREER EDUCATION.	II-1
	Introduction.	II-1
	Conditions Calling for Educational Reform	II-2
	USOE Definition and Policy Paper.	II-4
	Education Amendments of 1974.	II-6
	Summary	II-9
	References.	II-10
	Additional Reading.	II-10
CHAPTER III:	CAREER EDUCATION, GRADES K-12: PURPOSE, GOALS, AND OBJECTIVES	III-1
	Introduction.	III-1
	The Nature of Career Development.	III-2
	Awareness Stage: Grades K-3.	III-7
	Accommodation Stage: Grades 4-6.	III-16
	Orientation Stage: Grades 7 & 8.	III-26
	Exploration and Preparation Stage: Grades 9-12	III-36
	Summary	III-46
	References.	III-46
	Additional Reading.	III-49

CHAPTER IV:	CAREER EDUCATION FOR STUDENTS WITH SPECIAL NEEDS: VISUALLY, HEARING, AND PHYSICALLY IMPAIRED	IV-1
	Introduction	IV-1
	Visually Impaired	IV-2
	Hearing Impaired	IV-5
	Physically Impaired	IV-9
	Implications for Career Education	IV-11
	Summary	IV-15
	References	IV-16
CHAPTER V:	CAREER EDUCATION RESOURCES	V-1
	Introduction	V-1
	Educational Resources Information Center (ERIC)	V-2
	ERIC Clearinghouse in Career Education	V-2
	Career Education Bibliographies	V-3
	Career Education Curriculum Materials	V-5
	National Journals and Newsletters	V-6
	State-Level Career Education Clearinghouses	V-7
	National Network for Curriculum Coordination in Vocational and Technical Education	V-8
	National Career Information Center (NCIC)	V-9
	Vocational Education Research Centers	V-10
	Summary	V-11
CHAPTER VI:	CURRICULUM PLANNING FOR CAREER EDUCATION	VI-1
	Introduction	VI-1
	The Concept of Mastery Learning	VI-2
	Principles of Curriculum Planning	VI-6
	Specification of Goals and Objectives	VI-6
	Lesson Planning for Career Education	VI-9
	Four-Step Teaching Method	VI-11
	Lessons and Units	VI-16
	Qualities for Career Development Curricula	VI-17
	Summary	VI-24
	References	VI-25
CHAPTER VII:	THE PARENTS' ROLE IN CAREER EDUCATION	VII-1
	Introduction	VII-1
	Activity 1: Parents as Resources	VII-1
	Activity 2: Parental Role-Playing by Students	VII-3
	Activity 3: Consultations with Parents	VII-4
	Activity 4: Exploring Work with Parents	VII-5
	Activity 5: Learning to Manage	VII-6
	Activity 6: Who Am I?	VII-8
	Summary	VII-9
	References	VII-10
	Additional Reading	VII-10

APPENDICES

A. APPLICATION OF PLANNING FUNDAMENTALS. A-1

1. Summary of lesson planning process. A-3
2. Blank lesson plan form. A-6
3. Sample, completed lesson plan for goal A-1. . . . . A-8
4. Sample, completed lesson plan for goal D-2. . . . . A-10
5. Sample completed unit and five individual lesson plans for goal C-1. . . . . A-18

B. REPRESENTATIVE LESSON PLANS DEVELOPED BY FIELD-TEST TEACHERS B-1

1. Lesson plans developed by teachers in association with the Rural Illinois Career Education Demonstration Center in Tamms, Illinois B-1

2. Lesson plans developed by a teachers' committee of the Northwest Suburban Special Education Organization (NSSEO) in association with the Career Education Service Center in Arlington Heights, Illinois. B-17

C. A TAXONOMY OF COMMERCIAL INSTRUCTIONAL MATERIALS FOR CAREER EDUCATION: GRADES K -12 . . . . . C-1

1. Awareness Stage: Grades K-3. . . . . C-8
2. Accomodation Stage: Grades 4-6 . . . . . C-21
3. Orientation Stage: Grades 7-8. . . . . C-34
4. Exploration and Preparation Stage: Grades 9-12 . . . . C-46
5. Index of commercial publishers. C-71

ACKNOWLEDGMENTS. ACK-1

Career Awareness Project Steering Group ACK-1
Planning Committee for the Hearing Impaired 1973-74. . . . . ACK-2
Planning Committee for the Physically Impaired 1973-74. . . . . ACK-3
Planning committee for the Visually Impaired 1973-74. . . . . ACK-4
Field-testers for the Hearing Impaired, 1974-75. . . . . ACK-5
Field-testers for the Physically Impaired, 1974-75. . . . . ACK-6
Field-testers for the Visually Impaired, 1974-75. . . . . ACK-7
Advisory committees for the three Handicap Areas, 1975-76. . . . . ACK-8
Lesson Planning and Development Committees, 1975-76. . . . . ACK-9

FOREWORD

In 1973 the Instructional Materials Center (IMC) of the Office of the Superintendent of Public Instruction (now known as the Illinois Office of Education) responded to the Marland concept of career education by resolving to bring it into use with hearing, physically, and visually impaired children, grades K-12, in an educationally sound way.

To assist in planning the search for educational materials that might be effective in teaching career education to these children with special needs, the IMC invited 24 concerned persons to meet with the project steering committee. The 24 included career education specialists, professors, special education teachers and administrators, regular classroom teachers, parents, students, and handicapped adults active in their own careers. The steering committee consisted of the director of the Department of Special Education (now the Department of Specialized Educational Services), the project coordinator, and three persons with demonstrated competency in the three handicap areas: Hazel Bothwell, hearing impaired; Jean Preston Muckelroy, physically impaired; and Rosemary Welsch, visually impaired.

During meetings held in October, 1973 and in April, 1974, the planning committee reached two challenging conclusions: 1) there were no career educational materials in existence suited to the unique needs of the students in question, and 2) the need to provide such materials and assistance to teachers was urgent. The 24 participants urged the steering committee to develop "something useful," but there was little consensus as to what that "something useful" should be.

During the spring and summer of 1974 the steering committee prepared three separate, large notebooks (one for each handicap area) which they hoped would be useful and which could be field-tested by teachers in classroom settings during the 1974-75 school year. The notebooks were organized under such headings as community resources, state and national resources, curriculum guides, career-related activities, commercial materials, parental roles, etc.; and they reflected a conscious effort by the committee to avoid being prescriptive, to provide information and resources to teachers working with handicapped youngsters which would enable them to respond creatively to the challenge inherent in career education.

In October, 1974, the steering committee met for one and one-half days in Springfield with 62 teachers selected from every sector of the state, to acquaint them with the notebooks and to join the three chairpersons in planning a year's field-testing activities. With the limited funding available, each chairperson was able to offer her teachers consultative assistance by telephone, and the IMC was able to acquire media and materials to be loaned to the field-testers on request. The teachers agreed to seek ways to use the notebooks, to improve them, and to keep a log of successes, failures, and good ideas.

In May, 1975, the field-test teachers met again with the five-member steering committee to share the year's experiences, to try to understand why some components of the notebooks had been useful while others were not, and to make recommendations. Two things stood out: 1) the "cookbook" approach of the notebooks gave the teachers more information than they could use and fewer insights than they needed, and 2) the notebooks had helped them develop some useful career-related activities and understand better the implications of career education for handicapped students. In order to be sound and effective, however, the group concluded that the notebooks should be organized around a dynamic educational principle; the year's experience made it apparent that even good resources and teaching activities cannot produce desired outcomes when they are employed randomly - except by chance.

Career education, in other words, and particularly that for the young handicapped, needed to be looked at in the total context of child development. To help strengthen its work in this dimension the steering committee enlisted the talents of Professor Larry J. Bailey in the Department of Occupational Education at Southern Illinois University, Carbondale, a member of the National Advisory Council for Career Education. Believing that the goal of career education for the handicapped is essentially no different from that for all other children, Dr. Bailey reworked the notebooks accordingly. The steering committee, together with three of the field-test teachers, worked closely with Dr. Bailey in preparing a second draft which ultimately became the teacher's handbook.

The resulting one-volume revision, titled A Teacher's Handbook on Career Development for Children with Special Needs: Grades K-6, was then field-tested between December, 1975 and May, 1976 at two career education model demonstration sites (one urban, one rural) being developed with federal assistance in Arlington Heights and Tamms, Illinois. During the field-testing period participating teachers, under the inservice guidance of Dr. Bailey and Dr. Pamela Gillett, developed sample lesson plans designed to help other teachers write their own plans around career development stages and desired outcomes. These sample lesson plans are included in Appendix B.

Under a continuation grant to the model demonstration sites Dr. Bailey prepared, in 1976-77, new materials which appear here for the first time: ORIENTATION STAGE, Grades 7 and 8; EXPLORATION AND PREPARATION STAGE: Grades 9-12; THE CONCEPT OF MASTERY LEARNING; a unit of five sample lesson plans, grade 8; a single sample lesson plan, grade 10; A TAXONOMY OF COMMERCIAL MATERIALS FOR CAREER EDUCATION, Grades K-12; and an index of publishers of career education materials. Additionally, the present volume has been revised to reflect other recent developments, current policies, and emerging plans.

The original goal of the IMC --- to create a practical, educationally sound means for bringing career education to handicapped students --- runs through the project like a vivid thread.

An extended undertaking of this scope and complexity involves a great many people whose individual contributions make it possible.* In addition to those already mentioned, Kenneth Rislov, Dr. Mary Loken, Janet Wills, Betty Woodson, and Helen Gibbons assisted Hazel Bothwell, Jean Preston Muckelroy, and Rosemary Welsch in rewriting Chapter IV. At the southern career education model demonstration site, Director Curtis Miller and staff members Marita Weaver and Claude Hinman made possible the duplication and distribution of the handbook to the participating teachers and the smooth functioning of the inservice and field-testing activities; at the northern site, Director Donna Fuson and staff members Sandra Wittman and Donna Strickland contributed to those inservice and field-testing activities.

Special Education Directors Dr. Edward McDonald and Mr. Larry Grove, and Regional Program Director Larry Goldsmith provided essential administrative support and access to various kinds of resources as they were needed. Dr. Larry Bailey, Dr. Pamela Gillet, Sharon Boyd, and Mary Hale provided inservice assistance to the field-testing teachers in the use of the handbook, in critiquing its contents, and in developing the lesson plans in Appendix B. The staff of Project C.O.R.C. (Career Occupational Resource Center) distributed career education materials to the teachers as they were needed.

From its inception, this project has relied heavily on teachers for guidance, testing, and creativity. Under Acknowledgments, the three different groups are identified who, in 1974-75, put the first draft of the notebooks through a rigorous reality testing and who offered many constructive suggestions. Two other lists present the names of the teachers who made their contributions at the northern and southern career education demonstration sites during 1975-76. All contributed importantly to the effort to create an effective, practical means for bringing career development to handicapped students, and their assistance is gratefully acknowledged.

Next steps are being taken to make the HANDBOOK available to Illinois schools and to develop suitable inservice experiences on a wide scale for teachers of handicapped students.

Louise Giesecke, Coordinator
Career Education for Handicapped
Students Project
Materials Development and
Disseminations Section
Illinois Office of Education
Springfield, Illinois 62977

---

* See Acknowledgements.

PREFACE

A basic proposition related to stating student learning outcomes is, "The more important the learning outcome, the more difficult it is to state, to develop, and to evaluate." The essence of this proposition is: if education's major goals are to be realized, such as assisting students in learning about and preparing for a career, then desired outcomes must be carefully formulated and systematically developed and evaluated.

An analogy drawn from another field may help to clarify the scope of this educational proposition. An architectural design such as the geodesic dome could not have been conceptualized and constructed from a rough sketch drawn on a sheet of brown wrapping paper. Rather, the geodesic dome resulted from years of detailed mathematical calculations, preparation of architectural drawings and specifications, and utilization of sophisticated construction techniques. Similarly, the goal of helping students with special needs to formulate realistic self-concepts, become aware of available educational and occupation options, develop positive attitudes and values toward work, and prepare for and eventually enter personally rewarding occupations cannot be achieved with randomly selected discussion topics, field trips, and career days. Regardless of subject area, an organized, articulated, developmental approach to curriculum is required to produce a measurable change in the learner's behavior.

Quality education for students with special needs can be achieved only as a result of well organized and implemented instructional programs. The challenge in developing this handbook has been to identify teacher competencies that are essential to provide quality career education for handicapped children and to help develop the teachers' knowledge and skills deemed important in career education curriculum planning and instruction.

Larry J. Bailey

INTRODUCTION

The challenge to be met by this handbook was succinctly stated in the Preface. In an attempt to assure that the information contained in this handbook is relevant to what teachers should know and be able to do with respect to career education for students with special needs, the following assumptions, conclusions and implications, and purposes are examined. Unless the reader clearly understands why such information is important, and how it may be applied in a teaching-learning situation, the intended purpose may never be realized.

Assumptions About Career Education

Career education represents a response to the call for educational reform which has been voiced by all manner of education constituencies, including students, teachers, parents, legislators, and educational critics.

Career education is primarily a rediscovery of one of the important and valid purposes of American education - preparation for a personally rewarding career.

Career education involves a total reorientation of education, focusing on individuals, with career development becoming a central experience in the curriculum.

Conclusions and Implications

These assumptions are reflective of the concept of career education held by leading scholars and advocates of career education. If these assumptions are accurate, then career education implies change in large measure. The conventions of education as an institution must change, the nature of the curriculum must change, and the roles of both teacher and student must change.

It should be noted that career education reform does not necessitate radical change. Change may be haphazard and random, and destructive and non-productive; change may also be planned, rational, systematic, and goal-directed.

The intent of this introduction is to cause readers of this handbook to confront objectively the assumptions, conclusions, and implications of career education with respect to current school practices. If the assumptions of career education are to be met, it is likely that the classroom teacher will need to acquire additional knowledge and skills. This challenge for change will be met by conscientious teachers who have always accepted new challenges when change is in the best interest of their students.

Each of the chapters in this handbook is designed to move teachers in the direction of developing competencies in planning, organizing, and conducting career education learning activities for students with special needs. The purpose of each individual chapter is as follows.

CHAPTER I: SPECIAL EDUCATION IN THE STATE OF ILLINOIS

This chapter reviews the context in which the handbook was developed.

CHAPTER II: THE EMERGENCE AND CURRENT STATUS OF CAREER EDUCATION

This chapter is devoted to the emergence of career education as a major, national educational priority.

CHAPTER III: CAREER EDUCATION, GRADES K-12: PURPOSE, GOALS AND OBJECTIVES

Career education and career development definitions are provided and the purpose, goals, and objectives at the primary and intermediate levels are presented.

CHAPTER IV: CAREER EDUCATION FOR CHILDREN WITH SPECIAL NEEDS: VISUALLY, HEARING, AND PHYSICALLY IMPAIRED

This chapter discusses characteristics of the three groups of handicapped children and comments on certain implications for career education.

CHAPTER V: CAREER EDUCATION RESOURCES

This chapter identifies the types of available information and provides for access to resources and agencies which produce and provide career education materials and services.

CHAPTER VI: CURRICULUM PLANNING FOR CAREER EDUCATION

This chapter demonstrates how career education goals and objectives (ends) and career education materials (means) can be merged in planning and developing instructional lessons and units.

CHAPTER VII: THE PARENTS' ROLE IN CAREER EDUCATION

The role of the parent is crucial to the career development of children with visual, hearing, and physical impairments. This chapter discusses several of the ways in which the home-school relationship can be enhanced.

Chapter I

Special Education in the State of Illinois

They dance before they learn
there isn't anything that isn't music.

William Stafford

CHAPTER I

SPECIAL EDUCATION IN THE STATE OF ILLINOIS

Introduction

To appreciate fully the role of career education for children with special needs, it will be useful first to review the context of education in the State of Illinois with respect to special education. Following is a synopsis of the philosophy, program guidelines, agencies, and services related to special education in the state.

Philosophy and Program Guidelines

It is the philosophy of the State of Illinois that each child shall receive a quality common school education commensurate with his or her ability and potential. Such is the right of every child. Because of unique needs, many children require specialized educational programs and services. A law mandating special education for all children with handicapping characteristics was passed in 1965 by the state legislature. The law, which became effective in 1969, is administered with respect to provisions contained in the following documents:

The School Code of Illinois

This is a legal document consisting of cumulative provisions which have been passed by the Illinois legislature. Legal provisions for

special education are contained in Article 14. Among its many provisions, Article 14 designates types of handicapped children to be served; ages covered (3 to 21); types of services to be rendered; facilities, transportation, personnel, and the financial reimbursement process. School districts complying with these legal provisions are entitled to receive reimbursements through the Illinois Office of Education, Department of Specialized Educational Services, to help defray the high costs of operating such programs. Article 14 applies only to elementary and secondary school districts under the jurisdiction of the Illinois Office of Education. Other state governmental agencies are not subject to this law even though they may be involved with the education of handicapped children.

Rules and Regulations to Govern the Administration and Operation of Special Education

The Rules and Regulations are developed under the direction of the Office of Education in cooperation with the State Advisory Council on the Education of Handicapped Children. These regulations are pursuant to the enabling legislation within the School Code and are subject to periodic review.

When the Rules and Regulations are filed with the Secretary of State they are as binding upon local school districts as are the laws of the School Code. All teachers and school district personnel should be thoroughly acquainted with both the School Code and the Rules and Regulations as they relate to education for students with special needs.

Districts and Joint Agreements

Illinois, the fifth largest state in the union by population, educates approximately three million school children in public and private

schools in grades one through twelve. Through consolidation of smaller school districts, Illinois has managed to reduce the total number of operating districts to 1,039.

In 1965, a comprehensive special education bill was passed which mandated each school district in the state to provide appropriate educational programs for all handicapped children. A systematic plan was outlined in the legislation to provide for meeting the mandate date which had been set as July 1, 1969. Preparatory to that time, each of the state's 102 counties was to have appointed a committee to be chaired by the county superintendent of schools. The charge of each committee was to take a census of the school children who resided in that county to determine which children were in need of specialized instruction. Based on a minimum student population recommended by the state office (16,000), each school district was mandated to provide services individually or through multi-district or multi-county joint agreements.

As district, multi-district, or multi-county plans were completed, they were submitted to the State Advisory Council for review and approval. If necessary, the State Advisory Council was vested with the authority to rewrite plans which were not acceptable. By July 1, 1969, all plans had been received, approved, and districts were expected to implement the mandate to provide adequate educational programs for all exceptional children.

As a result of this mandate, 86 districts/joint agreements which provide comprehensive special services now exist throughout the State of Illinois. This administrative structure provides for including every school district within the state in some type of plan. Figures available on the last reimbursable school year (1974-75) show that approximately 16,061 professional workers were employed to bring services to approximately

199,581 handicapped children. These figures do not include exceptional children provided for in the programs for the gifted, the disadvantaged, or the migrant.

According to state rules and regulations, each administrative unit must employ an approved full-time director of special education. In addition, it is possible to employ and to receive reimbursement for approved supervisors for particular categorical areas. All programs must operate within the rules and regulations promulgated by the Illinois Office of Education. The rules and regulations now in effect were revised in August, 1977.

The original special education mandate provided for children identified in the law between the ages of five and twenty-one. An exception to this was the category for physically handicapped children which included children with orthopedic, vision, and/or hearing problems. The age range for those groups was three to twenty-one. In 1971, additional legislation was enacted which lowered the mandatory age for all children to the three-year level.

Regional Programs and Services

By 1973 it became apparent that effective programming for children in low-prevalence handicapping categories would have to be done on a regional basis. In 1975, the state was divided into 13 low-prevalence regions based upon a population of 200,000, with Chicago as a single district. Monies from Title VI B and Title I (PL 89-313 private and public) were used to regionalize administration, financing, and

implementation of programs for children with low-prevalence handicaps (hearing, vision, and orthopedic impairments).

Each regional program provides supplemental services and supports (1) a regional education supervisor to assist in the development and supervision of needed and existing programs and services for children in the area of their specialization, and (2) an evaluation team typically consisting of a school psychologist, audiologist, school social worker, and an educational specialist. Such evaluation services and others are necessary in order for school districts to meet the mandate of the law and the provisions of the Rules and Regulations to Govern the Administration and Operation of Special Education. Funds for such programs and services are provided jointly by the local school districts, by state reimbursements under the laws for special education personnel, and with supplementary federal funds. Information about programs and services can be obtained through the local director of special education or by calling the regional administrative office.

State Advisory Council on Education of Handicapped Children

The State Advisory Council was established by law to assist in the development of mandatory programs and services for handicapped children as specified in Article 14 of the School Code of Illinois. The advisory council deals with problems of coordination, legislation, policy and procedures, and is vitally important to the development of all programs and services for handicapped children. It also has the responsibility, among others, for review of the Rules and Regulations to Govern the Administration and Operation of Special Education.

Responsibilities of the State Advisory Council on Education of Handicapped Children

1. Advise the State Superintendent of Education regarding rules or regulations promulgated by him, the formation and functioning of the County Advisory Committees, and approval or rejection of the completed comprehensive plans submitted by the County or Regional Special Education Advisory Committees.

2. If any county fails to submit an acceptable plan by July 1, 1967, devise and recommend a comprehensive plan for the education of handicapped children resident in a county prior to July 1, 1969.

3. The State Superintendent of Education with the advice of the Advisory Council shall prescribe the standards and make the necessary rules and regulations including, but not limited to, establishment of classes, training requirements of teachers and other personnel, eligibility and admission of pupils, the curriculum, class size limitation, housing, transportation, special equipment and instructional supplies, and the applications for claims for reimbursement.

4. The State Superintendent of Education with the advice of the Advisory Council may make traineeship or fellowship grants to persons of good character who are interested in working on programs for the education of handicapped children . . . .

5. The State Superintendent of Education may contract with any approved institution of higher learning in Illinois to offer courses required for the professional training of special education personnel at such times and locations as may best serve the needs of handicapped children in Illinois and may reimburse the institution of higher learning for any financial loss incurred due to low enrollments, distance from campus, or any other good and substantial reason satisfactory to the Advisory Council.

6. Following the completion of such program of study the recipient of such traineeship or fellowship is expected to accept employment within one year in an approved program of special education for handicapped children in Illinois . . . Persons who fail to comply with this provision may, at the discretion of the Superintendent of Education with the advice of the Advisory Council, be required to refund all or part of the traineeship or fellowship monies received.

7. The educational materials coordinating unit shall have as its major purpose the improvement of instructional programs for handicapped children and the in-service training of all professional personnel associated with programs of special education and to these ends is authorized to operate under rules and regulations of the State Superintendent of Education with the advice of the Advisory Council.

The Illinois Commission on Children

The Illinois Commission on Children is a statutory commission created by the legislature to provide "the mandate, manpower, and machinery for the orderly, steady planning, promoting, coordinating and stimulating of services in behalf of Illinois children." The major part of its work is carried on through special project committees, which make recommendations for implementation. The Commission reports directly to the Governor and to the General Assembly. An appeal for help to the Illinois Commission in 1964 resulted in an extensive study of the problem of hearing impairment of children, which was subsequently reported in a 1969 document entitled A Comprehensive Plan for Hearing Impaired Children in Illinois. This document set forth the concept of regional programs on a statewide basis. The publication is available from the Illinois Commission on Children, 3 West Old State Capitol Plaza, Springfield, Illinois 62701 at a cost of $1.00.

The Child Hearing Test Act

The Child Hearing Test Act was sponsored in 1969 by the Illinois Commission on Children as an outgrowth of the above study. The Act mandates a system of hearing test services under the authorization of the Illinois Department of Public Health in cooperation with the Office of Education. The Rules and Regulations developed jointly by these two governmental agencies are now being implemented. The invisible nature of a hearing impairment and its potential detrimental effect on learning make early remedial intervention critical. Services have now been expanded so that vision screening is being conducted at the same time as the hearing testing services.

In addition to hearing and vision screening, the Rules and Regulations request an annual preschool developmental screening in an effort to seek out young children needing any type of special program or support services. All teachers can perform a valuable service by informing parents of the services available to their children.

Summary

In addition to providing a review of the setting for special education in the State of Illinois, this section has demonstrated why career education and special education are so philosophically compatible. That is, both share in common the goal of maximizing the educational and occupational potential of every individual. A marriage of special education and career education is exciting to contemplate. Each field has much to contribute to the other. Both fields working together in a cooperative relationship could significantly enhance the quality of education available for students with special needs.

Chapter II

Emergence and Current Status of Career Education

I learn by going where I have to go.

Theodore Roethke

CHAPTER II

THE EMERGENCE AND CURRENT STATUS OF CAREER EDUCATION

Introduction

The term "career education" was apparently first introduced in a 1970 speech by former U.S. Commissioner of Education, James E. Allen.[1] Allen's successor, Sidney P. Marland, in his first address as commissioner of education on January 23, 1971, was responsible for elevating the concept to the level of a national education priority. In his famous Career Education Now speech, Marland acted as spokesman and catalyst for what has become the major educational reform movement of the 1970's. The essence of Marland's speech is conveyed in the following excerpts:

> I want to state my clear conviction that a properly effective career education requires a new educational unity. It requires a breaking down of the barriers that divide our educational system into parochial enclaves. Our answer is that we must blend our curricula and our students into a single strong secondary system. Let the academic preparation be balanced with the vocational or career program. Let one student take strength from another. And, for the future hope of education, let us end the division, the snobbish, destructive distinctions in learning that do no service to the cause of knowledge, and do no honor to the name of American enterprise.
>
> It is terribly important to teach a youngster the skills he needs to live, whether we call them academic or vocational, whether he intends to make his living with a wrench, or a slide rule, or folio editions of Shakespeare. But it is critically important to equip the youngster to live his life as a fulfilled human being.

In other words, life and how to live it is the primary vocation of all of us. And the ultimate test of our educational process, on any level, is how close it comes to preparing our people to be alive and active with their hearts, and thei minds, and, for many, their hands as well.[2]

Conditions Calling for Educational Reform[3]

The prime criticisms of American education that career education seeks to correct include the following:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It fails to place equal emphasis on meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, when worker qualifications are compared with job requirements, we find overeducated and undereducated workers are present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated worker have contributed to growing worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding, the career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work.

6. The growing need for and presence of women in the work force has not been reflected adequately in either the educational or the career options typically pictured for girls enrolled in our educational system.

7. The growing needs for continuing and recurrent education of adults are not being met adequately by our current systems of public education.

8. Insufficient attention has been given to learning opportunities which exist outside the structure of formal education and are increasingly needed by both youth and adults in our society.

9. The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.

10. American education, as currently structured, does not adequately meet the needs of minority or economically disadvantaged persons in our society.

11. Post-high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

It is both important and proper that these criticisms be answered, in part, through pointing to the significant accomplishments of American education. Growth in both the quality and the quanitity of American education must be used as a perspective for answering the critics. Such a perspective, of course, is not in itself an answer. The answers given to such criticisms must take the form of either refutation of the criticisms or constructive educational changes designed to alleviate those conditions being criticized. The prospects of refuting these criticisms to the satisfaction of the general public seem slight. Thus, an action program of educational reform appears to be needed. Career education represents one such program.

USOE Definition and Policy Paper

The growth and development of career education at the federal, state, and local levels must by any standards be described as revolutionary. At the present time, 44 states have developed definitions for career education, dozens of universities now offer courses in career education as part of their teacher preparation programs, and literally thousands of local school districts throughout the country are engaged in a wide variety of career education efforts. These developments are all the more remarkable in recognition of the fact that until late 1974 career education lacked both an official definition and an official congressional endorsement. The remainder of this section is concerned with a discussion of recent developments which have corrected these two conditions.

In 1971 when Commissioner Marland established career education as a priority of the U.S. Office of Education, he emphasized the importance of not having an official OE definition. This action has been variously praised and condemned. Both camps can provide fairly convincing arguments to support their different points of view. Regardless of the ultimate wisdom of Marland's position, dozens of "definitions" for career education have emerged in attempts to fill the void.

In order to assess the degree of consensus regarding career education, Kenneth Hoyt prepared, in February 1974, a draft document entitled "An Introduction to Career Education," along with a study guide designed to elicit responses with respect to specific statements contained in the document. Responses to the document and study guide were solicited primarily from three groups: (a) mini-conference participants, (b) state departments of educational personnel, and (c) national leaders.

Mini-conference participants consisted of those individuals invited to attend 20 career education "mini-conferences" sponsored by OE during the summer of 1974. Of these persons, 224 turned in usable, completed study guides. State department of education personnel were those individuals who attended the National Conference for State Coordinators of Career Education in April, 1974 in Dallas. Forty study guides were completed by this group. Respondents in the national leaders category represented persons invited to attend one of two conferences held in early summer of 1974. The two conferences, which were informally called the "Conceptualizers' Conference" and the "Philosophers' Conference," yielded 17 completed study guides.

Analysis of the responses by these three groups indicated a high degree of consensus with respect to the 19 major statements and questions contained in the study guide. Further, the degree of consensus did not differ greatly in either degree or direction among the three groups. The apparent agreement evidenced from the responses convinced OE that the final policy statement draft should not differ greatly from the original version. The consensus draft, entitled An Introduction to Career Education: A Policy Paper of the U.S. Office of Education,[4] officially adopted by OE in November, 1974. The "official" definition for career education is as follows:

> 'Career education' is the totality of experience through which one learns about and prepares to engage in work as part of her or his way of life.

The significance of the 40-page policy statement and definition is probably its psychological influence in further legitimizing career education. It should also be noted that the content of the paper is

consistent with the provisions of new career education legislation which provides the first official congressional endorsement of career education. A discussion of this new legislation follows.

Education Amendments of 1974

The majority of funds which were used to initiate and develop career education during the period 1971 to 1975 were provided primarily through vocational education appropriations. Even though career education has enjoyed enthusiastic support from the Nixon and Ford administrations and from the Congress, it was not until passage of Public Law 93-380 on August 21, 1974 that separate funding authorization was provided. Section 406 (h) of the Education Amendments of 1974 states: "For the purposes of carrying out the provisions of this section (406), the Commissioner is authorized to expend not to exceed $15,000,000 for each fiscal year ending prior to July 1, 1978."

In addition to authorizing separate funding for career education, the Education Amendments of 1974 contain the following five provisions which are discussed below:

1) Establish an Office of Career Education,

2) Establish a National Advisory Council for Career Education,

3) Provide for a survey and assessment of career education,

4) Authorize demonstration grants and exemplary career education models, and

5) Authorize grants for state planning.

Office of Career Education

In order to carry out the policies, purposes, and provisions of Section 406, an Office of Career Education has been established in the Office of Education. The Office is headed by a director who reports directly to the commissioner of education. Kenneth B. Hoyt, currently on leave from the University of Maryland, was appointed the first director of the Office of Career Education.

National Advisory Council

A National Advisory Council for Career Education has been established, consisting of 12 public members broadly representative of fields of education, the arts, the humanities, the sciences, community services, business and industry, and the general public.

The Council is charged with responsibilities for advising the commissioner of education on all career education programs in HEW's Division of Education (i.e., Office of Career Education, Bureau of Occupational & Adult Education, National Institute of Education). It is also charged with assessing the current status of career education throughout the nation and with making legislative recommendations to the Congress. In November, 1975 the Council made its first report to the Congress. Its publication entitled Interim Report with Recommendations for Legislation[5] should be consulted for a more comprehensive discussion of the Council's role, membership, and first-year activities.

Nationwide Survey and Assessment of CE

The Advisory Council, with the assistance of the commissioner, was charged with conducting a survey and assessment of the current status of career education programs, projects, curricula, and materials in the U.S. and with submitting a report to the Congress. On June 1, 1975 a contract to conduct the 10-month survey was awarded to the American Institutes for Research in Palo Alto, California. The final project report was submitted to the Office of Education on April 30, 1976. Copies of the AIR report will be made available from the Office of Career Education.

Demonstration Grants and Exemplary Models

The funds authorized for Sec. 406 are for grants to demonstrate the most effective methods and techniques in career education and to develop exemplary career education models. On June 1, 1975, 80 grants were approved for funding related to the following five purposes. The number in parentheses following each statement indicates the number of projects which were funded related to that category.

A. Activities designed to effect incremental improvements in K-12 career education through one or a series of exemplary projects (45);

B. Activities designed to demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, or in institutions of higher education (7);

C. Activities designed to demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, minority, low income, or female youth (12);

D. Activities designed to demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs (4); and

E. Activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the general public (12).

It may be of interest to note that only three projects were funded related to career education for the handicapped. A second round of grant awards will be made in June, 1976.

Grants for State Planning

In addition to the national survey and assessment project, and the five priority areas discussed above, the law also authorizes, beginning in Fiscal Year 1976, that grants be awarded to state educational agencies. The purpose here is to encourage state-wide planning for career education and to foster articulation between state educational agencies and local educational agencies. This provision of the law will also encourage planning between the chief state school officer and the state director of vocational education in those states where such offices are currently operating independently. The first grants under this section of the law are expected to be awarded in late spring 1976.

Summary

Skeptics of career education, who in 1971 labeled career education as a fad, as glorified vocational education, or as another ill-conceived proposal of the Office of Education, must surely be having second thoughts. This is not to suggest that major issues in career education have all been

resolved. The successful implementation of career education will continue to require aggressive leadership; vast sums of money; commitment to the reform of public schools, state agencies, and teacher education programs; education of parents and lay citizens; and an infinite amount of perseverance and hard work. However, the widespread acceptance of career education by a broad range of constituencies is encouraging evidence that a large number of people are willing to accept the challenge.

References

[1]J. E. Allen, Jr., Competence for All as the Goal for Secondary Education, address given at the Annual Convention of the National Association of Secondary School Principals, Washington, D.C., February 10, 1970.

[2]S. P. Marland, Jr., Career Education Now, address given at the Annual Convention of the National Association of Secondary School Principals. Houston, Texas, January 23, 1971.

[3]K. B. Hoyt, An Introduction to Career Education: A Policy Paper of the U.S. Office of Education. (Washington, D.C.: U.S. Government Printing Office, 1975), pp. 1 & 2.

[4]Ibid.

[5]National Advisory Council for Career Education, Interim Report with Recommendations for Legislation. (Washington, D.C.: U.S. Government Printing Office, 1975).

Additional Reading

The following selected references contain additional background and rationale for the emergence of career education:

Bailey, L. J. and R. W. Stadt. Career Education: New Approaches to Human Development. Bloomington, Illinois: McKnight, 1973.

Goldhammer, K. and R. E. Taylor. Career Education: Perceptive and Promise. Columbus, Ohio: Charles E. Merrill, 1972.

Hoyt, K. B., R. N. Evans, E. F. Mackin, and G. L. Mangum. Career Education: What It Is and How To Do It. 2nd ed. Salt Lake City: Olympus, 1974.

Magisos, J. H. Career Education, (The Third Yearbook of the American Vocational Association). Washington, D.C.: American Vocational Association, 1973.

Marland, S. P. Jr. Career Education: A Proposal for Reform. New York: McGraw-Hill, 1974.

McClure, L. and C. Baun, eds. Essays on Career Education. Washington, D.C.: U.S. Government Printing Office, 1973.

Pucinski, R. C. and S. P. Hirsch, eds. The Courage to Change: New Directions for Career Education. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Chapter III

Career Education, Grades K-12
Purpose, Goals, Objectives

You work that you may keep pace with
the earth and the soul of the earth.

Kahlil Gibran

CHAPTER III

CAREER EDUCATION, GRADES K-12: PURPOSE, GOALS, AND OBJECTIVES

Introduction

The brief historical background of career education, which was discussed in the previous chapter, leads naturally into defining what is meant by career education and career development.[1] The operational definition for career education which follows is compatible with the previously stated Office of Education "official" definition.

> Career education refers to educational programs and curricula at many developmental levels, and provided by several types of delivery systems, which provide experiences designed to help individuals become oriented to, select, prepare for, enter, become established, and advance in an individually satisfying and productive career.
>
> Career development is a term used to describe the accumulation of individual behaviors related to work, both before and after entry into an occupation. It is a developmental, continuously iterative process which progresses from infancy throughout adulthood like an expanding spiral. In curricular terms, career development refers to the behavioral outcomes of career education, primarily those related to self-development; career planning and decision-making; and the development of work attitudes, values, concepts, and skills.

The practical significance in distinguishing between these two definitions is to make apparent the difference between means and ends. With respect to means, career education refers to topics, activities, materials, instructional methods, programs, and services. With respect to ends, career development refers to the various types of concepts and skills which the students will develop. An analogy may help to make this relationship more clear (see Figure III-I).

Language arts is the name of a program of instruction (means) which is concerned with facilitating the process of communications (ends). More specifically, the language arts teacher is concerned with developing concepts and skills related to reading, writing, listening, speaking, and acting out. Similarly, the career education teacher is concerned with facilitating the process of career development and the specific concepts and skills related to self-concept development, decision-making, work attitudes and values, and the like.

The Nature of Career Development

A fundamental of curriculum development is that goals and objectives must be identified prior to the selection or development of content, activities, and materials. Instructional components are only developed or selected in terms of the degree to which they lead to mastery of the curriculum objectives. The above introduction has pointed out the need to formulate learning outcomes for career education that are based on an understanding of the process of career development. Following is a synthesis of principles of career development which are generally acknowledged to be characteristic of the manner in which an individual develops a mature career identity.

MEANS	ENDS
Language arts - a program of instruction (topics activities, materials) designed to facilitate the process of communications.	Concepts and skills of: 1. Reading 2. Writing 3. Listening 4. Speaking 5. Acting out.
Career education - a program of instruction (topics activities, materials) designed to facilitate the process of career development.	Concepts and skills of: 1. Understanding and implementing self 2. Understanding and preparing for work 3. Accepting responsibility for career planning 4. Developing skills in decision-making, and information processing 5. Relating to individuals and groups 6. Developing and clarifying work attitudes and values toward work.

Figure III-1

Illustrative Conceptual Relationship Between Language Arts and Career Education

1. Career development is one aspect of an individual's overall pattern of growth and learning.

2. Career development is a long-term evolutionary process, beginning in infancy and extending through adulthood.

3. Career development is the summation of a complex series of career-related decisions made by the individual over a considerable span of time.

4. An individual's striving to arrive at an appropriate occupational goal may be interpreted as an attempt to implement one's self-concept.

5. Career development proceeds through a series of primarily culturally-induced developmental periods or life stages.

6. Each developmental life stage involves meeting and coping with increasingly complex developmental tasks. The developmental tasks are susceptible to further description and elaboration.

7. Development through the life stages can be guided. The knowledge, skills, attitudes, and motivation essential for coping with the developmental tasks can be fostered and developed. Career decision-making can be fostered and developed. Career decision-making can be done on a rational basis.

8. The degree of mastery of a developmental task and the quality of an occupational decision is a function of the type, amount, and validity of data and experiences to which the individual has been exposed.

These principles of career development have been incorporated into curriculum model for career education which is discussed in the remainder of this chapter. The model (see Figure III-2) is based on the concept of developmental stages and developmental tasks. Four stages are presented in which the overall purpose of the stages is discussed. For each stage, six career developmental tasks are identified. The six tasks for each stage may be considered as the equivalent of broad educational goals (see Table III-1). Next, sample general and

Figure III-2

A DEVELOPMENTAL CURRICULUM MODEL FOR CAREER EDUCATION

Domains of Career Development Behaviors	A. Awareness K-3	B. Accommodation 4-6	C. Orientation 7-8	D. Exploration and Preparation 9-12
1. Self knowledge and self-concept development	A1	B1	C1	D1
2. Occupational, education and ecomomic concepts and skills	A2	B2	C2	D2
3. Sense of agency	A3	B3	C3	D3
4. Information processing and decision-making	A4	B4	C4	D4
5. Interpersonal relationships	A5	B5	C5	D5
6. Attitudes and values toward work	A6	B6	C6	D6

Adapted from: Bailey, L. J. and R. W. Stadt, Career Education: New Approaches to Human Development, McKnight, 1973, p. 350.

Table III - 1

GOAL STATEMENTS FOR CAREER EDUCATION MODEL

Awareness Stage: Grades K-3

A1. Becomes aware of self characteristics
A2. Becomes aware of different types of work roles
A3. Shows awareness of responsibility for own behavior
A4. Knows how to organize information for learning and action
A5. Learns cooperative social behavior
A6. Shows interest in learning about work

Accommodation Stage: Grades 4-6

B1. Develops greater self knowledge
B2. Develops concepts about the world of work
B3. Displays increased responsibility for own behavior
B4. Learns how to gather information and make decisions
B5. Show awareness of the nature of group membership
B6. Accepts differences in work attitudes and values

Orientation Stage: Grades 7 & 8

C1. Clarifies occupational self-concept
C2. Surveys the structure and interrelatedness of the American economic system
C3. Recognizes responsibility for own career planning
C4. Practices information-seeking and decision-making methods
C5. Participates in simulated, group work activities
C6. Appreciates the role of work in meeting social and individual needs

Exploration and Preparation Stage: Grades 9-12

D1. Crystallizes and implements occupational self-concept
D2. Executes plans to qualify for post-secondary career objectives
D3. Displays commitment to implementation of a career plan
D4. Demonstrates competency in decision-making skills and strategies
D5. Demonstrates effective interpersonal skills in relation to work
D6. Demonstrates effective work habits and attitudes

specific performance objectives are stated which become the basis for developing instructional units and lessons (see Chapter VI). The reader should be aware that the curriculum model which follows is only one of several different types of models which have been developed by various authors and governmental agencies. References to additional models will be provided at the end of this chapter.

Awareness Stage: Grades K-3

The period of schooling that spans the years K-3 is the child's first encounter with a formal learning environment. When a child enters the elementary school, he or she has long been displaying in recognizable form inductive processes of learning.[2] That is, exposure to objects through manipulation, observation, use, and so on, has led to familiarity on the basis of which the child forms generalizations about them. For example, through ordinary experience with articles in his or her environment, a child learns which things are "clothes," "foods," and "animals." Up to the age of five or six, behavior is to a large degree egocentric, i.e., determined mainly by specific experiences and activities of the child.

About the ages six to eight the child begins to shift from inductive to more deductive behavior.[3] Awareness of concrete, perceptually known properties of and relations between objects gives way to grouping and abstract symbolic behavior. Now, the child begins to employ already formed generalizations to deal appropriately with new objects or with familiar objects in new ways. According to Formanek and Morine, growth in concept formation and cognitive development is generally brought

about by the organizing of aspects of the external environment in such a way that classes of objects or concepts are formed.[4] In order to deal with the large numbers of objects in his or her world, the child must represent them in some way. This representation usually involves some form of grouping or categorizing.

Based on the above, Vinacke suggests that there are two basic curriculum considerations to be recognized in the early school years.[5]

> First, the child needs to be exposed to the ingredients of concepts. From knowledge of concrete properties of objects and their relations to each other, the child can evolve precise, stable, and complete conceptions. Second, since the child is learning how to generalize, how to symbolize, how to apply the same concept to a variety of situations, he or she needs practice and guidance in the efficient, harmonious, and productive cultivation of these skills.

The function of career education during the awareness state thus becomes that of helping the child to perceive the ingredients which are the forerunners of more effective career development concepts and behaviors and to develop skills for differentiating and internalizing new phenomena.

Goals and Rationale

A1. Becomes aware of self characteristics. In early childhood, individuals begin the process of self concept formation which continues throughout their lives. Initially, children gather sensory impresions (i.e.,

"self-percepts") related to their physical configuration and their capabilities.[6] Gradually, they begin to organize their perceptions into higher-order generalizations and, finally, into simple self-concepts. That is, the impressions one receives from activities and interpersonal relationships are combined to form mental pictures. Emphasis on self-awareness and differentiation of self from others helps the child develop a repertoire of self-percepts which become the foundation for more accurate and comprehensive self-concepts.

1. Forms generalizations about self

    1.1 Provides examples to illustrate what is meant by "characteristics"
    1.2 Summarizes ways in which an individual may be described, e.g., emotions, actions, personal information, physical appearance
    1.3 Identifies own self-characteristics and attributes
    1.4 Recognizes uniqueness of own self
    1.5 Differentiates self from others

2. Understands the concept of interests

    2.1 Explains what is meant by an "interest"
    2.2 Describes how people become interested in an activity
    2.3 Identifies own interests
    2.4 Describes how people express their interests in work and play
    2.5 Relates own interests to various work activities

3. Understands the relationship between interests and occupations and leisure activities

    3.1 Explains how interests may be satisfied in a variety of occupational roles
    3.2 Infers why it is desirable to work at an occupation that one is interested in
    3.3 Explains how interests may also be expressed in leisure activities
    3.4 Illustrates how knowledge of interests helps in making decisions

A2. Becomes aware of different types of work roles.

The young child perceives people performing different types of work activities, but is not able to conceptualize differences among them.[7,8] For example, children do not distinguish the work that their parents may do in an occupation outside the home from the "work" that is done within the home, or from hobby and/or volunteer activities done in addition to an occupation. This goal is closely related to A4 which is designed, in part, to help the child develop skills to make such distinctions.

1. Examines different types of human activity

    1.1 Formulates a broad, general definition for what is "work"
    1.2 Explains what is meant by "leisure"
    1.3 Recognizes commonalities of work and leisure

2. Differentiates types of work activities

    2.1 Defines the term "occupation"
    2.2 Describes how an occupation differs from other types of work activity
    2.3 Distinguishes among occupations, household chores, volunteer work, and leisure activity
    2.4 Associates different types of work and leisure activities with various family members
    2.5 Observes and talks to various workers in the school and neighborhood to differentiate occupational roles

3. Understands concepts (i.e., economic groups) of goods, services, consumers, and producers

    3.1 Defines what is meant by the term "consumer"
    3.2 Understands that everyone is a consumer
    3.3 Differentiates between goods and services
    3.4 Defines what is meant by the term "producer"
    3.5 Provides examples of people who produce goods and people who produce (i.e., provide) services

4. Understands how goods and service producers are interrelated

   4.1 Examines own family unit to understand the principle of interdependence
   4.2 Explains how specialization leads to interdependence
   4.3 Provides examples to illustrate how goods and services workers depend on each other
   4.4 Recognizes why worker cooperation is necessary in the production of goods and services
   4.5 Describes the individual work habits and attitudes that contribute to cooperative work relationships

5. Understands that production of most goods and services involves a "family" type of effort

   5.1 Identifies different types of job families under the broad headings of goods and services producers
   5.2 For a given occupational family (e.g., leisure, construction, health), describes types of goods produced or services provided

6. Examines the nature of a job family (i.e., occupational group)

   6.1 Recognizes the wide range of different occupations within a single family
   6.2 Understands that many different levels exist within a job family
   6.3 Describes what is meant by the term "job ladder"
   6.4 Recognizes that individual occupations may be found in more than one job family

A3. Shows awareness of responsibility for own behavior.

This goal is related to A1 in which children begin to recognize their own uniqueness, and to A2 in which they become more aware of the types of roles that they and others perform. These perceptions provide the basis for children understanding that: (1) they are responsible for their actions, and (2) they control their own actions by choosing from available alternatives. The child's development of a sense of control is seen as a prerequisite to later acceptance of responsibility for career planning.

1. Shows awareness of the consequences of own behavior

   1.1 Gives examples of occasions in which own behavior has made others happy and unhappy
   1.2 Gives examples of occasions in which own behavior has made self happy and unhappy
   1.3 Discusses the degree to which he/she is aware of how own actions affect self and others
   1.4 Discusses the following: "If someone hits you because you are teasing them, who is at fault?"

2. Shows awareness of the relationship between emotions and actions

   2.1 Identifies things he/she often worries about
   2.2 Compares own worries to those of classmates
   2.3 Discusses what individuals can do to deal with their worries
   2.4 Explains why worries often lessen, once action toward a problem has begun
   2.5 Discusses which is the better approach to worries -- wishful thinking or positive action

3. Recognizes the potential for greater self-initiative

   3.1 Names things he/she now does that used to be done by parents
   3.2 Identifies things he/she might begin learning to do
   3.3 Discusses whether "success" is more related to luck or to individual effort
   3.4 Gives examples of occupations which require considerable individual initiative
   3.5 Identifies things which can be done to make own environment more as he or she would like it

A4. Knows how to organize information for learning and action.

Goal includes the development of two types of fundamental behaviors: (1) classification skills and (2) decision-making skills. With respect to the first type of behavior, research on the nature of concept formation has demonstrated that categorization ability is intimately related to children's cognitive development. Formanek and Morine conclude that "developing concepts such as 'group,' 'role,' or 'sanction' in the

social sciences demands a skill in identifying similarities and differences in human behavior. Consequently, a child's ability to categorize would seem to bear some relation to his ability to understand much of the modern elementary school curriculum."[9] The implications for the understanding of occupational groups are self-evident.

The introduction to decision-making is designed to acquaint the child with the "logic" of choosing from among alternatives. While most children may not be able to conceptualize decision-making as a process, they will be able to apply such methods to the choosing of alternative courses of action, alternate behaviors, and alternate modes of expression. "From early childhood through adulthood the skills and motives needed for making wise decisions are essential elements in the equipment of the maturing person."[10]

1. Understands the characteristics of grouping systems

    1.1 Defines what is meant by a "group"
    1.2 Explains how grouping can be used to organize information
    1.3 Shows how objects, events, etc., can be classified in many different ways
    1.4 Explains how groups can be created for different purposes

2. Understands that grouping can help in organizing information about interests and occupations

    2.1 Reviews meaning of interests
    2.2 Distinguishes how an individual's specific interests may be grouped into a number of broad areas
    2.3 Illustrates the usefulness of knowing occupations in terms of interest areas

3. Knows decision-making methods and procedures

3.1 Describes what is meant by a "decision"
3.2 Provides examples to illustrate decisions he/she makes daily
3.3 Identifies steps involved in making a decision
3.4 Distinguishes between "good" and "bad" decisions
3.5 States why it is important to consider alternatives in making decisions
3.6 Speculates about decisions he/she will have to make in the future

A5. Learns cooperative social behavior. Like previous goals the need for effective working relationships is a fundamental behavior of childhood that continues throughout life. As Havighurst notes, ". . . the nine- or ten-year-old clearly shows what he will be like, socially, at fifty."[11] The technique of behavior modification not withstanding, Havighurst's observation is well-taken in that social relationships constitute a foundation element in later adaptions to life and its demands. Effective working relationships with one's peers are not some frosting on the educational cake that is desirable if it comes about incidentally. Rather, it is an essential ingredient of the cake itself.[12]

1. Shows awareness of the importance of group cooperation

1.1 Describes how working with others is often better and faster than working alone
1.2 Describes how working with others may be more fun than working alone
1.3 Differentiates between "acceptable" and "unacceptable" behavior of group members
1.4 Discusses responsibility of each individual for making a group project successful
1.5 Gives examples of occupations which depend on people working together

2. Shows awareness of the logical consequences of cooperation and noncooperation

   2.1 Describes how working for one's self-interest may detract from group goals
   2.2 Describes how each person's contribution is needed to get a job done
   2.3 Illustrates how people react differently to suggestions vs. demands

3. Participates in productive group activities

   3.1 Gains practice in group planning
   3.2 Joins in activities designed to achieve group goals
   3.3 Completes assigned tasks
   3.4 Shares in group successes and failures
   3.5 Discusses similarities between adult work groups and student work groups

A6. Shows interest in learning about work. Probably at no other time do children have as high a regard for work as they do in early childhood. The tendency for children to play at work is well-known. Kabach notes that ". . . the younger the child the greater the interest in the actual job performance itself. Most children are natural born actors; they want to act out in order to understand what it feels like to be a carpenter or a ball player."[13] The question is not one of should attitudes toward work be taught in early elementary school. Students do, in fact, possess work attitudes. Generally, these are favorable. At issue, then, is how to preserve positive attitudes so they may be used as a foundation for more realistic attitudes and understandings.[14]

1. Shows awareness of the social usefulness of work

   1.1 Surveys various types of community workers
   1.2 Selects an occupation of interest and conducts independent study
   1.3 For the occupation selected, reports on the social contributions of that worker
   1.4 For the occupation selected, discusses the consequences of that worker not performing his/her job

2. Shows awareness of how individual needs are met through work

   2.1 Illustrates how work can meet basic human needs
   2.2 Illustrates how work can meet needs for self-expression
   2.3 Recognizes that others may enjoy doing work that he/she finds unpleasant
   2.4 Describes how he/she feels after successfully completing a difficult work task
   2.5 Recognizes that most types of work are sexless

3. Adopts identity of worker

   3.1 Lists various types of work tasks performed regularly
   3.2 Explains how the role of student is similar to that of an employed worker
   3.3 Describes how work done in school can affect him/her in the future

Accommodation Stage, Grades 4-6

During the Awareness Stage children are perceptually oriented; they make judgments in terms of how things look to them. In the period from about age nine to eleven, certain mental operations begin to manifest themselves, e.g., the ability to be aware of a previous thought. According to Almy, the intermediate years of education, which correspond approximately to Piaget's stage of concrete operations, are the time of intellectual development when the child is able to solve problems and give explanations in terms of concrete data.[15] The most important specific changes in cognitive development which take place with increasing age have been summarized by Vinacke as follows:

1. Progression from single to complex concepts. For example, concepts of the structure of society move from the immediate family group to the neighborhood, school, community, and so on.

2. Progression from diffuse to differentiated concepts. Thus, concepts of the self change from generalized awareness of the body and relations to others, to well-organized knowledge of roles, attitudes, traits, etc., in a complex system of needs, social relationships, and activities.

3. Progression from egocentric to more objective concepts. In the first or second grade, for example, a child may assume that a teacher knows much more about his home and parents. Later, of course, he learns to an increasing degree to treat objects and people as distinct from his own experience with them.

4. Progression from concrete to abstract concepts. In this trend, the child tends to become increasingly free from the immediately perceived properties and functions of objects and to deal with them in the classificatory sense mentioned above. For example, a younger person tends to draw pictures of particular persons (himself or his mother), whereas older children can more readily produce a man or a child.

5. Progression from variable to more stable concepts. In earlier school years the rules of a game or a classroom procedure are not treated as having a set form, whereas they come in due course to be regarded as fixed. Words which at first have no stable meaning are increasingly used to signify the same kind of object and characteristics of objects.

6. Progression from inconsistent to more consistent and accurate concepts. A child in the first grade may consider any building with red clapboards to be an instance of a barn.[16]

These changes are continuous and cumulative and are not confined solely to the intermediate level of elementary school education. Certain kinds of concepts, such as those pertaining to self, undergo very extensive development in adolescence and, often, into young adulthood. The significant feature of these cognitive changes in the Accomodation phase of career development is that they occur more rapidly in childhood than in later years.

B1. Develops greater self knowledge. In this pahse, children begin to conceptualize what they formerly only perceived.[17] "Self-concepts are self-percepts which have acquired meaning and which have been related to other self-percepts. A self-concept is the individual's picture of himself, the perceived self with accrued meanings."[18] Operationally, self-concept development at this level takes the form of helping students develop "self-understanding." Turner points out that the greater an individual's understanding of the activities in which he or she is interested, the ability to participate in those activities, and the value of those activities to the individual, the more accurate will be their choice of a later career.[19]

An additional operational aspect of self-understanding is the provision for periodic assessment of growth and learning, and the assimilation of new information. By becoming more fully aware of characteristics of the process of change which mark growth and development, children can: (1) begin to develop a better understanding of themselves at a certain point in time, i.e., a concept of becoming, and (2) recognize that their understanding of self is constantly changing, i.e., they are in a process of becoming.

1. Understands the terminology used for self-appraisal

    1.1 Reviews what is meant by interests
    1.2 Describes what is meant by aptitudes and abilities
    1.3 Describes what is meant by values
    1.4 Differentiates among interests, abilities, and values

2. Understands that interests may vary at different points in life

   2.1 Provides examples of how interests may change as a result of growth, learning, and new experience
   2.2 Explains the tendency of interests to become more stable as one grows older

3. Interprets how abilities influence choices and actions

   3.1 Differentiates between general ability and special ability
   3.2 Summarizes what is meant by the term ability
   3.3 Illustrates the role of abilities in relationship to interests

4. Interprets how values influence choices and actions

   4.1 Understands that values determine how an individual "feels" (importance, worth) toward an activity
   4.2 Differentiates own values toward various activities from those of peers
   4.3 Illustrates the role of values in relationship to interests

5. Formulates present self-identity reflecting knowledge of own abilities, interests, and values

   5.1 Summarizes primary areas of interest
   5.2 Compares present interests with those characteristic of earlier periods
   5.3 Provides examples of individual aptitudes and abilities
   5.4 Recognizes assets and limitations
   5.5 Provided with a list of activities, expresses the importance (value) of those activities to him/her

6. Judges the validity of own self-identity

   6.1 Recognizes that he/she has several identities
   6.2 Understands that the "me I see" may be different from the "me others see"
   6.3 Becomes aware of how others characterize him/her
   6.4 Compares own self-identity with the self others see

B2. Develops concepts about the world of work. At this level, the child moves from perceptualization of work activities and simple generalizations, such as goods and services workers, to more sophisticated concepts. If the child is to differentiate among thousands of occupations, he or she must be helped to develop a "cognitive map" which will serve as a conceptual framework for later occupational orientation and exploration. The emphasis should be on learning (1) what is the world of work and how it has evolved, (2) why occupations exist, (3) what is work, and (4) why people pursue various work activities (i.e., occupations).[20]

1. Understands how people's basic needs are met through a culture

   1.1 Provides examples of basic human needs
   1.2 Describes how a culture develops to meet basic human needs
   1.3 Explains how a culture generates its own needs and requirements

2. Understands that the world of work is composed of occupational establishments (factories, hospitals, stores) designed to meet cultural needs

   2.1 Explains why various occupational establishments have evolved
   2.2 Illustrates by example how a particular occupational establishment meets a specific cultural need
   2.3 Explains why industrialized cultures have a greater variety of occupational establishments
   2.4 Explains why industrialized cultures have a greater variety of service and leisure occupations

3. Surveys various occupational establishments in relationship to three types of cultural needs

   3.1 Identifies those occupational establishments concerned with the replenishment of culture
   3.2 Identifies those occupational establishments concerned with the management and maintenance of culture
   3.3 Identifies those occupational establishments concerned with the transmission of culture

B3. Displays increased responsibility for own behavior. Awareness of individual responsibility for one's activities acquired in the previous stage now gives way to greater independence and a certain degree of authority to make decisions for oneself. Antholz states, "He has developed a sense of agency: He knows he can master parts of his environment."[21] The cultural desirability of extending a child's sense of agency has been emphasized by Havighurst: " . . . every society recognizes the growth of personal independence and initiative as desirable during middle childhood. The American society sets greater store than most by personal independence and starts training for independence at a relatively early age."[22]

1. Shows awareness that he or she is in charge of becoming a person
    - 1.1 Explains source of responsibility for own behavior
    - 1.2 Identifies ways to take responsibility for own behavior
    - 1.3 Identifies times in daily life for making own decisions
    - 1.4 Proposes why only the individual can develop own potentialities
2. Demonstrates awareness of individual responsibility for orderly development
    - 2.1 Recognizes that the future is built on the present
    - 2.2 Lists ways in which individual actions can affect progression toward a preferred goal
    - 2.3 Assumes personal responsibility for the consequences of his or her choices
    - 2.4 Relates the importance of education to planning one's own future

3. Demonstrates an awareness of the continuing process of change that characterizes maturation

   3.1 Describes a number of ways of "growing"
   3.2 Identifies commonalities in individual growth and development
   3.3 Differentiates own patterns of growth and development from others
   3.4 Recognizes that someday an occupational choice will have to be made
   3.5 Recognizes that life in the future will probably require continuing education and training
   3.6 Identifies the wide range of factors that influence growth and development

4. Engages in a wide range of occupationally related and leisure activities

   4.1 Participates in activities to test goals and aspirations
   4.2 Plans experiences in and out of school to capitalize on strengths and to strengthen weaknesses

B4. Learns how to gather information and make decisions. Learning how to meet change, to adapt to it, to acquire the new skills demanded by occupational change, must begin early in the child's education. Students in grade six face at the end of the school year an important change -- transfer to junior high school. Increasingly they are looking beyond their immediate world. The changes that are taking place become more significant in their conscious behavior. Therefore, it is important for children in the later elementary school years to develop behaviors and make decisions which will provide them with the greatest potential for occupational fulfillment under varied circumstances.

1. Interprets why and how decisions are made

   1.1 Explains what is meant by a goal-directed decision
   1.2 Explains what is meant by a chance decision

1.3 Identifies five recent decisions he/she has made
1.4 For such decisions, differentiates between goal-directed and chance behaviors
1.5 Discusses the results of goal-directed decisions
1.6 Discusses the results of chance decisions

2. Understands the nature of information-seeking skills

2.1 Identifies three basic aspects of information-seeking: (a) asking appropriate questions, (b) determining completeness of information, and (c) determining accuracy of information
2.2 Explains the difference between a restrictive question and a divergent question
2.3 Illustrates the consequences of not having complete information
2.4 Illustrates the consequences of not having accurate information

3. Applies understanding of information-seeking skills to own career development

3.1 Provides examples to illustrate relevant questions related to educational and occupational planning
3.2 For such questions, decides the extent to which they are restrictive
3.3 For such questions, states them in such a way as to provide complete information
3.4 For such questions, states them in such a way as to provide accurate information
3.5 Discusses the benefits of using information-seeking skills in decision-making

B5. Shows awareness of the nature of group membership. This goal relates very closely to B1 and is concerned with developing greater "social self" awareness. Self-understanding is nourished and enhanced by impressions or reflections of self received from others. Conversely, self-understanding contributes to the development of desirable social relationships. Turner maintains that the ability to communicate and cooperate with others is facilitated in proportion to the degree that individuals understand themselves.[23]

1. Shows awareness of the importance of group skills

   1.1 Illustrates typical characteristics of family, play, and classroom groups
   1.2 Explains how group pressure can influence individual development both positively and negatively
   1.3 Identifies advantages of group problem solving
   1.4 Recognizes the need for group members to feel secure
   1.5 Recognizes that group cohesiveness requires effort to develop
   1.6 Recognizes that group skills must be learned experientially

2. Demonstrates awareness of a "social self"

   2.1 Identifies ways he/she relates to other persons
   2.2 Attempts to characterize self as other see him/her
   2.3 Expands his/her capacity to understand the feelings of others
   2.4 Describes how a better understanding of self leads to better relations with others in group activities

3. Shows awareness of the differences which exist between individuals and between groups

   3.1 Explain how "dislikes" develop, e.g., imitation, feelings of frustration
   3.2 Illustrates how people express dislikes about groups with which they are unfamiliar
   3.3 Describes how stereotypes develop
   3.4 Distinguishes between inherited and learned differences
   3.5 Differentiates among: prejudgment, prejudice, and stereotype

B6. Accepts differences in work attitudes and value. During the previous stage, the child manifests work attitudes and values by taking the role of various workers. As children become better able to conceptualize, their basis for choice becomes more rational. "Since living requires choosing between values, which are more or less desirable objects or modes of action, and since many important life situations require a

choice between two or more values, the growing child must develop a scale of values which will enable him to make stable choices and to hold himself to these choices."[24] According to Antholz, if the value of work is not internalized, it becomes very difficult for the individual to achieve self-direction.[25] The probability that an individual will work only because and when others want him or her to work remains high. This, in turn, has a deleterious effect on the individual's ability to achieve the discipline of work or a positive self-concept. In this stage the child continues to develop his or her attitudes and values toward work, and in addition, develops a greater appreciation and acceptance of the attitudes and values of others.

1. Shows awareness that individuals have different attitudes and values toward the same occupation

    1.1 Identifies work task which classmates share in common
    1.2 Describes why he/she likes or dislikes that task
    1.3 Compares own response to those of classmates
    1.4 Discusses why differences of opinion shoud be respected

2. Shows awareness of the prevalence of different lifestyles and values

    2.1 Describes in own words what is meant by "life-style"
    2.2 Provides examples to illustrate different life-styles
    2.3 From among examples, identifies own preferred life-style
    2.4 Compares own life-style preference to those of classmates
    2.5 Discusses similarities and differences in life-style of persons having the same occupation
    2.6 Discusses why differences in life-styles should be respected

3. Shows awareness of inequities related to the occupational roles of women

    3.1 Identifies occupations which are predominantly male
    3.2 Selects one male-dominated occupation and describes the work requirements of it

3.3 Describes whether male dominance in the occupation studied is justified on the basis of work requirements
3.4 Accepts or rejects the statement that women have been discriminated against in some occupations

Orientation Stage: Grades 7 & 8

Career developmental tasks at the elementary school level have been little researched. Therefore, in the treatment of the previous two stages it was necessary to infer such behaviors from the writings of child development authorities such as Piaget, Erickson, and Havighurst. A much clearer picture of career development at the junior high school level, however, can be drawn. This situation is primarily the result of the work of Donald Super and his colleagues.

> Adolescence is seen as a period in which young people explore the world in which they live, the subculture of which they are about to become a part, the roles they may be expected to play, and the opportunities to play roles which suit their personalities, interests, and aptitudes. It is at the same time a period in which the adolescent through experience and self-examination clarifies his self concept* and begins to put it into words, finds out what outlets exist in society for one who seeks to play a given role, and modifies his self concept to bring it in line with reality.[26]

> Vocational exploratory behavior refers to activities, mental or physical, undertaken with the more or less conscious purpose or hope of eliciting information about one's self or one's environment, or of verifying or arriving at a basis for a conclusion or hypothesis which will aid in choosing,* preparing for, entering, adjusting to, or progressing in, an occupation.[27]

The author's decision to designate this stage of development as "orientation" rather than "exploration" follows from Jordaan's discussion of exploratory behavior. To be exploratory, an act should include aspects of (1) search, (2) experimentation, (3) investigation, (4) trial, and (5) hypothesis testing. "If these elements are not present, we propose that the term orientation be substituted for exploration. In other words,

*Emphasis added.

we would distinguish between becoming oriented to a situation and exploring it".[28] While many of the tasks involved in achieving the goals of this stage do indeed involve exploration and would meet Jordaan's criteria, the more insightful and purposeful acts of trial and hypothesis testing are more characteristic of the next career development stage.

The crucial point in the orientation stage is at the end of junior high school, when the student is confronted with the necessity of making a curriculum decision prior to entering high school. The intimate relationship between education and career and the potential effects of this decision on later available options suggest that choice of a high school curriculum is, in a very real sense, as much a "career choice" as an educational one. As Katz[29] points out, when ". . . the adolescent is prompted by cultural expectations (especially the educational system) to think and act in terms of becoming, a becoming which will progressively be subjected to reality testing, then the occupational choice process has been put in motion. The eighth or ninth grade curriculum decision is the first of these formal choice-points. Like a stereoscope, it provides a means to bring perceptions of self and perception of alternatives for choice into the same field of vision, with one set of perceptions superimposed upon the other."

Behavioral changes in grades seven and eight are not nearly so much cognitive as they are affective and social. According to Piaget, early adolescents are in the stage of formal operations and can reason similarly to adults. They can examine the consequences of various combinations of factors in systematic and orderly fashion. They are able to devise theories, state them verbally, and then test them in actual practice.[30]

Thus, according to Piaget's theory, most adolescents should be capable of dealing intellectually with the tasks which they confront during the exploration stage.

The more important problem of adolescence has been described by Erickson[31] and Asubel[32] as that of establishing an identity. In adolescence, the individual experiences a period of "developmental disequilibrium." At this time, adolescents must exchange "derived status" (i.e., role of parent satellite) for "primary status" (i.e., becoming persons in their own right). In this process, the formulation of a career objective plays a crucial role. "The chief agent in promoting these developments [shift in role] is exploration which furnishes the adolescent with opportunities to make choices and independent decisions, to play different kinds of adult roles, and to establish his own identity."[33]

Goals and Rationale

C1. Clarifies occupational self-concept. This goal relates to the process of organizing lower-order self-perception into newer, more comprehensive pictures of self. Super[34] points out that ". . . the concept of self is generally a picture of self in some role, some situation, in a position, performing some set of functions, or in some web of relationships." Formulation of a "career hypothesis," which is an expression of a career objective, based upon self data and information related to preferred occupations, is the end result of clarification. Behavior in this area is largely verbal. It becomes instrumental at the point when the career hypothesis is implemented via choice of high school curriculum.

1. Understands methods and procedures for self appraisal

    1.1 Describes the role of self appraisal in career planning and decision-making
    1.2 Illustrates the usefulness of self knowledge in career planning and decision-making
    1.3 Differentiates between formal and informal methods of self appraisal
    1.4 Identified types of self information required for career planning

2. Demonstrates correct usage of self appraisal methods and procedures

    2.1 Completes representative self appraisal activities and/or inventories related to abilities, interests and values
    2.2 Explains relationships among abilities, interests and values
    2.3 Illustrates how knowledge of abilities, interests and values relates to career planning and decision-making

3. Formulates tentative career hypothesis
(Note: The following objectives are based on use of The Self Directed Search, Form E[35] as a tool for aiding clarification of an occupational self-concept)

    3.1 Completes SDS assessment booklet
    3.2 Interprets meaning of SDS summary code
    3.3 Identifies ten occupations related to summary code
    3.4 Compares summary code occupations to "occupational daydreams"
    3.5 Given outcome of previous objective, prepares revised list of occupational preferences
    3.6 Collects information about occupational preferences
    3.7 Prepares tentative career plan for occupational and educational exploration

C2. Surveys the structure and interrelatedness of the American economic system. The desired outcomes for this goal involve discovery, new knowledge, and orientation to occupations, economics and technology. These behaviors and concepts are interrelated with the previous goal and are essential inputs to the formulation of a career hypothesis. An

activity-oriented setting such as is found in the more progressive industrial arts laboratories is one of the more desirable "in-school" environments for (1) orientation to technological processes; (2) acquiring familiarity with occupational roles; and (3) developing vocabulary and understandings of the structure and organization of business, service and industrial enterprises.

1. Understands fundamental economic concepts

    1.1 Distinguishes among the three major components of economics: technology, resources, and institutions
    1.2 Explains what is meant by the "cluster flow" of economic activity
    1.3 Summarizes the role that technology plays in economic change

2. Understands basic principles of the manpower market

    2.1 Explains the efforts that supply and demand have on the manpower market
    2.2 Summarizes changes that have taken place in the labor force since 1920
    2.3 Infers which industries and occupations will have the greatest employment potential in the future
    2.4 Discusses implications of labor market trends for own career planning

3. Relates the importance of education and training to American economic growth

    3.1 Explains what is meant by the phrase "education is a form of investment in human resources"
    3.2 Interprets the correlation between education and lifetime earnings
    3.3 Outlines the noneconomic benefits of education and training

4. Analyzes the institutional and occupational structure of the world of work

    4.1 Explains what is meant by an occupational cluster
    4.2 Distinguishes between occupational clusters and occupational classifications

4.3 Illustrates ways in which occupations can be clustered
4.4 Studies occupational clusters in terms of:
(a) purpose of each cluster
(b) types of enterprises and occupations within each cluster, and
(c) future demand for workers within each cluster

5. Engages in simulation of various economic enterprises

5.1 Differentiates between two primary types of enterprises —goods and services
5.2 Summarizes the five functions common to all economic enterprises: (a) managing, (b) research and development (c) preparing to promote a service or produce a product, (d) providing services or producing products, and (e) selling services or products
5.3 Establishes with classmates selected enterprises which perform five common functions
5.4 Samples work activities representative of the enterprise

C3. Recognizes responsibility for own career planning. A sense of responsibility and initiative (i.e., sense of agency) in approaching the career planning tasks of this stage is the desired outcome of the present goal.[36] This behavior grows out of (1) recognition that career development is a longitudinal process requiring planning in earlier years and (2) understanding that planning helps to preserve freedom of choice and expands available options.

1. Shows awareness of the need to begin career planning

1.1 Discusses why it is necessary to begin early career planning
1.2 Identified the principal effects that a career has on an individual's life
1.3 Justified the importance of systematic career planning for a career
1.4 Illustrates the consequences of not planning for a career

2. Shows awareness that career development involves a succession of educational and occupational decisions

2.1 Explains relationships between educational and occupational decisions
2.2 Identifies present and future decision points
2.3 Illustrates how one decision may affect subsequent ones

3. Develops a projected high school program compatible with local educational requirements and tentative career hypothesis

3.1 Identified high school courses required of all students
3.2 Explains how required course work may relate to tentative carcer hypothesis
3.3 Identified elective courses related to tenative career hypothesis
3.4 Outlines extra-curricular and nonschool activities which can aid in progress toward career goals

C4. Practices information-seeking and decision-making methods. Educational and occupational decision making during the latter part of the orientation stage relies upon the application of previously learned decision-making skills. Because career decision making is an individual act, the type and amount of personal, occupational, and educational data that each individual requires will vary. Therefore, students must be helped to learn (1) the characteristics of data, (2) where data may be obtained, (3) how to use information files and resources, and (4) which types of information best meets their needs at various stages of career development. Thus, curriculums for developing these skills have as their objectives "processes" of inquiry and decision-making rather than more traditional subject matter or content oriented objectives.

1. Understands what is involved in becoming a skillful decision-maker

1.1 Defines what is meant by decision making, i.e., a process in which a person selects from two or more possible choices

1.2 Distinguishes between problem solving and decision making
1.3 Explains how a skillful decision-maker has more personal freedom and greater control over own life
1.4 Identifies factors which tend to limit decisions, e.g., (a) by what a person is capable of doing, (b) by what a person is willing to do, and (c) by the environment
1.5 Summarizes the three major requirements of skillful decision making: (a) examination and recognition of values, (b) knowledge and use of relevant information, and (c) knowledge and use of effective strategies
1.6 Illustrates the range and type of decisions which individuals are required to make
1.7 Differentiates between a "good" and a "poor" decision

2. Understands the role of values in relation to decision making

2.1 Contrasts the meanings of values and work values
2.2 Identifies own work values through formal and/or informal means
2.3 Illustrates the role of values in a given decision-making situation
2.4 Applies knowledge of work values in educational decision making

3. Understands the role of information seeking and evaluation skills in relation to the decision-making process

3.1 Outlines the four steps involved in knowing the alternatives at a decision-point: (a) define the decision, (b) write down the existing alternatives, (c) list sources of help in discovering new alternatives, and (d) add new alternatives to those already identified
3.2 Practices listing alternatives for given decision-points
3.3 Illustrates that whether an alternative is acceptable or not is a matter of one's personal values
3.4 Practices evaluating possible sources of information in making a decision

4. Understands strategies for converting information into actior

4.1 Illustrates how simple, daily decisions involve a degree of risk
4.2 Gives examples of the relation of emotions to risk taking
4.3 Rates self in relation to risk-taking tendencies
4.4 Differentiates among different types of risk-taking strategies

4.5 Practices application of risk-taking strategies

5. Applies understanding of information-seeking skills to consideration of possible educational-occupational goals

5.1 Defines the decision including when it has to be made
5.2 Identifies existing alternatives he/she knows about
5.3 Lists sources of help in discovering new alternatives
5.4 Adds new alternatives to those previously identified

C5. Participates in simulated, group work activities. The importance of adolescent social development to later life adjustment has been underscored by Havighurst.[37] Of equal importance and related to later occupational adjustment is the need to provide students with opportunities to learn to work together as peers. Long ago, John Dewey argued that if children are to live democratically, they have to experience the living process of democracy in the classroom. The authors maintain that the same can be said for cooperative work behavior.

1. Shows awareness of how economic change effects the social nature of work

1.1 Explains why growth of service-oriented enterprises has resulted in greater need for workers with effective interpersonal skills
1.2 Provides examples of service-oriented enterprises which are highly social in nature
1.3 Explains why specialization and division of labor contributes to need for greater interpersonal skills

2. Recognizes the social nature of an economic enterprise

2.1 Outlines a typical personnel organization structure
2.2 Identified the level of responsibility associated with various work roles
2.3 Relates how workers at all levels contribute to the goal of an enterprise
2.4 Identifies the interpersonal skills associated with different levels of authority
2.5 Describes the interpersonal skills which make for individual success or failure within an organization

3. Practices interpersonal skills in simulated enterprises

   3.1 Displays ability to get along with "employer" and "co-workers"
   3.2 Contributes to achievement of group goals
   3.3 Relates to others through understanding and compassion

C6. Appreciates the role of work in meeting social and individual needs. Whereas goal C2 was concerned to a large degree with developing concepts about the economic nature and functions of work, this goal relates to developing attitudes and appreciations about the noneconomic aspects of work. For most people, work is no longer limited to only a means of making a living by the sweat of the brow. Work is, and can continue to be in the future, a source for meeting social and psychological needs. An important part of student's orientation to the world of work during this stage should be a consideration of how work can contribute to individual well-being in non-material ways.

1. Shows awareness of the non-economic nature and functions of work

   1.1 Differentiates between "work and "labor"
   1.2 Identifies the economic functions of work in both societal and human terms, i.e., (a) to produce goods and services, and (b) as a means to earn a living
   1.3 Explains how work can contribute to individual development
   1.4 Provides examples to illustrate how work can meet personal and psychological needs

2. Shows awareness of the relation between work and human needs

   2.1 Distinguishes between a "need" and a "want"
   2.2 Identifies five common types of needs: (a) physiological, (b) safety, (c) belongingness, (d) esteem, and (e) self-actualization
   2.3 Describes what is meant by a hierarchy of needs
   2.4 Illustrates how work may satisfy different levels of human needs

2.5 Discusses the relation between job satisfaction and mental health

3. Shows awareness of the reciprocal relationship between individuals and their work

   3.1 Explains what is meant by the phrase: "You are what you do"
   3.2 Identifies ways in which a job affects a person's life style
   3.3 Reads case studies about people and their attitudes toward work
   3.4 Illustrates how one can define the nature and meaning of a job through his/her attitudes toward work

4. Shows concern for the work values of the opposite sex

   4.1 Identifies multiple life roles of males and females
   4.2 Summarizes factors affecting changes in traditional male and female roles
   4.3 Defends the need for elimination of sexism in education and work
   4.4 Illustrates changes (individual and occupational) which have resulted from efforts to eliminate sexism in work

Exploration and Preparation Stage: Grades 9-12

During the four years of high school the adolescent is expected to crystallize an occupational choice and evidence commitment to that goal by embarking upon a specialized education or training program or by taking an entry level job upon leaving school. Behaviors in this stage differ from the previous ones in degree of intent and purposefulness rather than in kind or type. At the end of the orientation stage, the typical student formulates a "career hypothesis." This serves as a symbol for a number of preferred occupational activities and life goals. Although this act is an important prerequisite to subsequent selection of more specific goals, two characteristics tend to be lacking: reality testing and commitment. Whereas behavior in the orientation stage is generally characterized by search, experimentation, and investigation,

behavior in the exploration and preparation stage deals more with trial and hypothesis testing. "By hypothesis testing we mean behavior which is engaged in for the purpose of checking the validy of some more or less clearly formulated belief, hypothesis, or expectation concerning the self or the environment.[38]

The tasks at this stage, then, require the student to expand and refine behaviors of earlier stages. "At this level, the concepts which students hold about self, the work world, and career preparation become internalized and form the basis for more specific generalizations concerning career life identity. Students at this level begin to take on certain features of real occupational roles related to their visualized career life."[39] Above all, it is important to acknowledge that the stakes are considerably higher at the end of this period than at the end of previous ones.

> Guidance at the eighth- (8 or 9) or ninth-grade choice-point could look ahead to student development under the continuing shelter of the secondary school . . . change would generally involve some loss: [the student] learned that the rules of the decision-making game required him to play 'for keeps.' But the stakes were low . . . the institutional protection of the school and its guidance program provided him with a begining climate for inexpensive exploration and try-out . . . Now, at grade 11 or 12, both thought and observation are presumed to be ready for more severe test.[40]

Goals and Rationale

D1. Crystallizes and implements occupational self-concept. The process of career development involves the formulation and reformulation of the self-concept throughout the life stages. Super et al[41] have repeatedly pointed out differences in the level of complexity of the

self-concept. For example, in the orientation stage, behavior was predominately verbal as the individual clarified a career hypothesis. In the exploration and preparation stage the behavior becomes more instrumental as the self-concept is (1) tested and reformulated through occupational exploration and (2) implemented through commitment to a preferred occupation or educational option. Thus, as Super[42] points out, "The complex self-concept is organized within the framework of a role."

1. Validates interests, abilities, and aptitudes through occupational exploration

    1.1 Engages in representative, sample work activities
    1.2 Discovers the level of responsibility associated with various work roles
    1.3 Completes task specifications for given work activities
    1.4 Conducts self evaluations of the products of own work
    1.5 Summarizes new interests, abilities, and aptitudes resulting from occupational exploration

2. Reformulates career exploration-preparation plan (Note: Refer to Goal C1 for related objectives)

    2.1 Completes SDS booklet
    2.2 Interprets meaning of SDS summary codes
    2.3 Identifies a representative sample of occupations related to summary codes
    2.4 Relates summary code occupations to those of previously developed career exploration plan
    2.5 Modifies career plan as a result of exploratory experiences

3. Judges the validity of own career plan

    3.1 Solicits assistance from counselor (and others) to help evaluate career plan
    3.2 Reviews cumulative record to help confirm areas of greatest strength
    3.3 Identifies weaknesses and limitations
    3.4 Completes diagnostic tests, interests inventories and/or other instruments for additional self data
    3.5 Develops plan for strengthening weaknesses
    3.6 Summarizes why he/she qualifies for intended career goals

D2. Executes plans to qualify for post-secondary career objectives. The relation of this goal to D1 above is obvious. The crystallization and implementation of the self-concept is a gradually evolving one, pieced together from bits of experience acquired during this stage (and beyond). The purpose of the present goal is for the student to qualify for preferred career objectives through appropriate study and occupational experience. In grades nine and ten the student will explore several occupational clusters to (a) test the career hypothesis formulated in the earlier stage, and (b) narrow the range of his or her occupational cluster preferences. An outcome of occupational exploration in grades nine and ten will be the selection of one occupational cluster for preparation in greater depth in grades eleven and twelve. The type of course work pursued in the last two years will of neccessity depend on whether the student opts for (a) entry-level employment (b) post-high school technical education or (c) post-high school baccalaureate education.

1. Understands relation of economic benefits to levels of education

    1.1 Identifies three ways an individual's economic future is affected by his/her level of education: (a) amount of income, (b) ability to compete, and (c) job stability
    1.2 Explains relationship between job competition and level of education completed
    1.3 Explains relationship between holding a job and level of education completed
    1.4 Compares potential lifetime earning power to level of education completed
    1.5 Interprets graphical relationships between umemployment and level of education completed

2. Explores occupational clusters to validate occupational preferences and to develop new knowledge and skills

2.1 Outlines types of economic enterprises representative of various occupational clusters
2.2 Increases the range of occupations of which he/she has a knowledge
2.3 Engages in work activities representative of preferred occupational cluster(s)
2.4 Engages in part-time work, volunteer activities, and extra-curricular activities associated with preferred career goals
2.5 Summarizes new knowledge and skills resulting from occupational exploration
2.6 Shows awareness of the nature of small business ownership (i.e., entrepreneurship)

3. Pursues supervised work experience (cooperative vocational education or experience/based career education)

3.1 Applies previously developed basic academic skills to work tasks
3.2 Applies previously developed occupational compentencies to work tasks
3.3 Assesses own progress periodically in developing greater occupational competency
3.4 Identifies worker functions which require additional education or training
3.5 Identifies educational opportunities offered by employer and/or unions to advance on the job

4. Demonstrates understanding of job-seeking methods and skills

4.1 Prepares personal data sheet (resume)
4.2 Completes sample job application forms
4.3 Prepares sample letters of application
4.4 Participates in simulated employment interview
4.5 Evaluates performance of self and others in relation to simulated employment interview

5. Demonstrates information-seeking skills in relation to educational and occupational information

5.1 Identifies resource tools to use in studying an occupation
5.2 Formulates criteria for evaluating occupational information
5.3 Collects information about the many available occupations within a preferred occupational family
5.4 Analyzes preferred occupations to determine future employment outlook, worker functions, and job requirements

5.5 Summarizes the educational requirements and the types and costs of education and training programs for which he/she has an interest

D3. Displays commitment to implementation of a career plan.

"Exploratory behavior may be systematic and planful or it may be random, haphazard, and diffuse."[43] An attitude essential to systematic career behavior is the individual's commitment to plan. Super[44] points out that the attitude, not the act, of commitment is a key factor in the specification of an occupational preference. The outcome at this level is what Morrill and Forest have called an active agent. "The focus . . . is to provide the individual with the view of himself as having the 'power' to make a commitment and to influence and create his future."[45]

1. Shows awareness of the need to possess basic academic skills and occupational competence

   1.1 Identifies reasons why many individuals drop out of school
   1.2 Explains why most employers prefer high school graduates
   1.3 Characterizes the career patterns of many high school dropouts: (a) last hired, (b) first fired, (c) lower pay (d) poorer jobs
   1.4 Identifies ways in which high school dropouts may complete education
   1.5 Illustrates how automation is likely to change the number and type of available jobs

2. Recognizes contingencies affecting implementation of a career plan

   2.1 Relates how personal compromises may have to be made in order to attain a chosen career goal
   2.2 Identifies personal, situational, and social factors which may affect entrance and advancement in a career
   2.3 Acknowledges that many careers require postponing immediate rewards for later long-range rewards
   2.4 Identifies types of knowledge and skills utilized in one occupation which may transfer to another
   2.5 Illustrates how different occupations vary in the degree of personal freedom to define one's role

3. Displays new self perspectives and sense of agency

   3.1 Illustrates how individuals have control over their own educational and occupational behavior
   3.2 Preposes how each individual has a responsibility for "making it"
   3.3 Accepts own personal limitation
   3.4 Develops plan for strengthening own self-image

D4. Demonstrates competency in decision-making skills and strategies.

In a way, all previous career education goals are concerned with decision making. For it is the knowledge, skills, and attitudes related to self and work which are utilized in choosing between educational-occupational alternatives. Thus, as Martin[46] states, "The goal at this level is to insure that the complex interrelationship of specific factors, including personal, social, economic, and educational, provides an appropriate and realistic motivational basis to enable the individual to apply concepts and knowledge regarding work-life selection in planning and decision-making and determining appropriate action to achieve intended adult work life goals"

1. Understands the role of values in the process of decision making

   1.1 Explains what is meant by the phrase "Decision making is using what you know to get what you want"
   1.2 Provides examples to illustrate what he/she wants out of life
   1.3 Discusses the extent to which he/she has the freedom to make decisions
   1.4 Illustrates how values are examples of learned behavior
   1.5 Explains why people have difficulty making decisions when they are unaware about their values
   1.6 Engages in value clarification exercises
   1.7 Practices skill of establishing objectives based on values

2. Applies understanding of decision-making skills in relation to collecting information and evaluating information

   2.1 Summarizes four mistakes commonly made in collecting information: (a) not knowing alternatives, (b) not knowing possible outcomes, (c) misrepresenting importance of data, and (d) collecting useless information or irrelvant data
   2.2 Illustrates types of available information sources associated with various kinds of decisions
   2.3 Defends the need for objectivity in evaluating information for decision making
   2.4 Provides examples to illustrate that people "see" an object, event, data, etc. differently
   2.5 Identifies information sources which are assumed to be without bias
   2.6 Illustrates the role of experience (one's own and other's) as a basis of information in deciding

3. Applies understanding of decision-making skills in relation to risk taking and predicting possible outcomes

   3.1 Explains what is meant by the term "risk" (i.e., possibility of several outcomes)
   3.2 Summarizes factors associated with risk taking: (a) importance of the outcome, (b) present condition of risk-taker, (c) amount of information available, and (d) personality traits
   3.3 Relates the role of risk taking to decision making
   3.4 Practices skills in relation to predicting possible outcomes associated with various sample situations (e.g., dropping out of school, getting married, joining the military service, going to college)

4. Demonstrates correct usage of decision-making skills and strategies

   4.1 Summarizes four different types of decision-making strategies: (a) wish strategy, (b) safe strategy, (c) escape strategy, and (d) combination strategy.
   4.2 Illustrates how every decision involves a strategy (reason), even though it may not be explicit
   4.3 Practices decision-making skills and strategies in relation to case studies and simulation exercises

D5. Demonstrates effective interpersonal skills in relation to work. Opportunities for students to work together in group situations, which was the focus for goal C5, should be continued at this level.

Students should develop expanded awareness of the factors that facilitate or inhibit group functioning. Reports from employers repeatedly underscore the fact that failure of an employee is due more often to lack of cooperative work relationships than to actual job skill performance. Peters and Farwell[47] describe many different roles that are indicative of various levels of operation within a functional group. These are examples of types of roles with which students should become acquainted. Group experiences should help students discover how each individual can contribute to or detract from satisfaction of group needs and goals.

1. Shows awareness of how one member's actions may affect the whole group

    1.1 Describes how the performance of any member of a work group can affect the group's performance
    1.2 Identifies the effects of a member's actions on other workers and describes the member's responsibilities to them because of these effects

2. Recognizes the social roles and demands required for successful performance in a work situation

    2.1 Describes human relations skills that are useful in a work setting
    2.2 Demonstrates sensitivity to the needs of employers and co-workers
    2.3 Understands the extent to which command of the fundamental processes of communication is necessary in a group-oriented work setting

3. Demonstrates ability to both compromise and exercise influence in the achievement of group goals

    3.1 Lists group goals in a given situation and identifies reasons why one may have to compromise to reach those goals
    3.2 Describes how one's influence might help to achieve group goals
    3.3 Identifies advantages and disadvantages of compromise and influence in a given situation
    3.4 Identifies ways in which one is dependent upon the work of others
    3.5 Identifies ways in which others depend upon work a person does

D6. Demonstrates effective work habits and attitudes. Preparation for employment is often only regarded as the mastery of job skills and related knowledge. The concern of goal D2 is, in part, for the individual to acquire skills to qualify for one of three career paths. The type of skills to be developed varies in relation to the chosen career objective. The present goal, however, is considered to be important for all students to acquire in order to be able to function effectively with various life demands. The individual who has internalized a value to work displays a drive to act out that behavior. He/she approaches work and other tasks in a systematic manner, completes tasks at or beyond the level of proficiency required, and derives satisfaction from the products of his or her efforts.

1. Shows awareness of employee and employer responsibilities and obligations

    1.1 Identifies responsibilities and obligations that both employee and employer have a right to expect
    1.2 Defends the work role expectations of an employer
    1.3 Outlines types of factors which relate to success in a job
    1.4 Justifies the need for work roles and regulations

2. Displays effective work habits

    2.1 Listens or reads attentively to prescribed instructions
    2.2 Pursues prescribed tasks in organized, methodical manner
    2.3 Adheres to prescribed standards for workmanship and performance
    2.4 Demonstrates proper use and care of tools and machines
    2.5 Displays appropriate safety consciousness
    2.6 Completes assigned work on time
    2.7 Evaluates products of own efforts

3. Displays effective work attitudes

    3.1 Discusses what is meant by the following in relation to the role of an employee: (a) cooperation, (b) honesty, (c) initiative, (d) willingness to learn,

(e) willingness to follow directions, (f) enthusiasm, (g) acceptance of criticism, and (h) loyalty

3.2 Judges the validity of each of the above as a measure of employment success

3.3 Appraises self and others in relation to work attitudes

3.4 Develops self-improvement plan in relation to work attitudes

4. Demonstrates understanding and appreciation of the role of work in one's life

4.1 Reads case studies in which "successful" men and women reflect on the meaning of work in their own lives

4.2 Interprets the meaning of the following phrases:
(a) "The harder I work the luckier I get"
(b) "Ideas don't work unless we do"
(c) "by the work one knows the workman"

4.3 Identifies instances in which work has provided personal satisfaction and fulfillment

4.4 Participates in class discussion about the various meanings associated with work

4.5 Formulates own personal definition of work

Summary

This chapter has presented a career education curriculum model which has been augmented and refined from one developed earlier by Bailey and Stadt.[48] The developmental and psychological nature of children and youth has been described with respect to four career education stages. For each stage, six broad educational goals were identified. Next, general and specific performance objectives were stated for each goal. In later appendices it will be shown how these objectives can be implemented through the preparation of teacher-developed instructional units and lessons.

References

[1]L. J. Bailey and R. W. Stadt, Career Education: New Approaches to Human Development (Bloomington, Illinois: McKnight, 1973), pp. 346-347.

[2]W. E. Vinacke, "Concept Formation in Children of School Ages," in A. R. Binter and S. H. Frey, eds., The Psychology of the Elementary School Child (Chicago: Rand McNally, 1972), pp. 135-145.

[3]Ibid.

[4]R. Formanek and G. Morine, "Categorizing in Young Children: Two Views," in Binter and Frey, eds., The Psychology of the Elementary School Child, pp. 146-158

[5]Vinacke, pp. 135-145

[6]D. E. Super, Career Development: Self-Concept Theory (New York: College Entrance Examination Board, 1963).

[7]S. Goodson, "Children Talk About Work," Personnel and Guidance Journal, 49 (1970), 131-136.

[8]B. Zimmeramn and L. J. Bailey, Children's Conceptions About Work and Play, Career Development for Children Project (Carbondale, Southern Illinois University, February, 1971).

[9]Formanek and Morine, p. 154.

[10]G. E. Hill and E. B. Luckey, Guidance for Children in Elementary Schools (New York: Appleton-Century-Crofts, 1969), p. 14.

[11]R. J. Havighurst, Human Development and Education (New York: David McKay, 1953), p. 31.

[12]Hill and Luckey, p. 16.

[13]G. R. Kaback, "Occupational Information for Groups of Elementary School Children," Vocational Guidance Quarterly, 14 (1969), 167.

[14]E. L. Herr, Decision-Making and Vocational Development, (Boston: Houghton Mifflin, 1970).

[15]M. Almy, "Wishful Thinking about Children's Thinking?" Teacher's College Record, 62 (1961), 396-406.

[16]Vinacke, pp. 142-143

[17]M. B. Antholz, "Conceptualization of a Model Career Development Program, K-12," Unpublished research paper, University of Minnesota, 1972.

[18]Super, p. 18.

[19]K. G. Turner, A Conceptual Model of the Functional Self, Career Development for Children Project (Carbondale, Illinois: Southern Illinois University, 1972).

[20]W. H. Van Rooy and L. J. Bailey, A conceptual Model of the World of Work, Career Development for Children Project (Carbondale, Illinois: Southern Illinois University, 1972).

[21]Antholz, p. 30.

[22]Havighurst, p. 39.

[23]Turner, Op. cit.

[24]Havighurst, p. 36.

[25]Antholz Op. cit.

[26]J. P. Jordaan, "Exploratory Behavior: The Formation of Self and Occupational Concepts," in D. E. Super, et al. Career Development: Self-Concept Theory. (New York: College Entrance Examination Baord, 1963), p. 51.

[27]Jordaan, p. 59.

[28]Jordaan, p. 56.

[29]M. Katz, Decisions and Values: A Rationale for Secondary School Guidance. (New York: College Entrance Examination Board, 1963), p. 33

[30]Almy, Op. cit.

[31]E. Erickson, Identity: Youth and Crisis. (New York: Norton, 1968)

[32]D. P. Ausubel, Theory and Problems of Adolescent Development. (New York: Grune and Stratton, 1954)

[33]Jordaan, p. 47.

[34]Super, p. 18.

[35]J. L. Holland, The Self Directed Search: Form E (Palo Alto, California: Consulting Psychologists Press, 1973).

[36]D. V., Tiedeman, "The Agony of Choice: Guidance for Career Decisions," in R. C. Pucinski and S. P. Hirsch, eds., The Courage to Change: New Directions for Career Education. (Englewood Cliffs, New Jersey: (Prentice-Hall, 1971), pp. 121-130.

[37]Havighurst, Op. cit.

[38]Jordaan, p. 56.

[39]N. C. Gysbers and E. J. Moore, "Career Development in The Schools," in G. F. Law, ed., Contemporary Concepts in Vocational Education (Washington, D. C.: American Vocational Association, 1971), p. 226.

[40]Katz, p. 42.

[41]Super, Op. cit.

[42]Super, p. 18.

[43]Jordaan, p. 65.

[44]Super, Op. cit.

[45]W. H. Morrill and D. J. Forrest, "Dimension of Counseling for Career Development," Personnel and Guidance Jorunal, 49 (1970), p. 303.

[46]A. M. Martin, The Theory and Practice of Communicating Educational and Vocational Information. (Boston: Houghton Mifflin, 1971), pp. 30-31.

[47]H. J. Peters and G. G. Farwell, Guidance: A Developmental Approach. (Chicago: Rand McNally, 1967), pp. 275-76.

[48]Bailey and Stadt, Op. cit.

Additional Reading

The following selected references contain discussions of the nature and purpose of career education at various age/grade levels.

Dunn, J. A. et al. Career Education: A Curriculum Design and Instructional Objectives Catalog. Palo Alto, California: The American Institute for Research in the Behavioral Sciences, 1973.

Evans, R. H., K. B. Hoyt, and G. L. Mangum. Career Education in the Middle Junior High School. Salt Lake City: Olympus, 1973.

Gysbers, N. C., H. N. Drier, and E. J. More. Career Guidance: Practice and Perspectives. Worthington, Ohio: Charles A. Jones, 1973.

Gysbers, N. C., W. Miller, and E. J. Moor. Developing Careers in the Elementary School. Columbus, Ohio, Charles E. Merrill, 1973.

Herr, E. L. and S. H. Cramer. Vocational Guidance and Career Development in the Schools: Toward a systems Approach. Boston: Houghton Mifflin, 1972.

Hoyt, K. B., N. M. Pinson, Darryl Laramore, and G. L. Mangum. Career Education and the Elementary School Teacher. Salt Lake City: Olympus, 1973.

Stevenson, J. B. An Introduction to Career Education. Worthington, Ohio: Charles A. Jones, 1973.

Wernick, W. Teaching for Career Development in the Elementary School. Worthington, Ohio: Charles A. Jones, 1973.

Chapter IV

Career Education for Students with Special Needs: Visually, Hearing and Physically Impaired

Suddenly I realize
That if I stepped out of my body I would break
Into blossom.

James Wright

CHAPTER IV

CAREER EDUCATION FOR STUDENTS WITH SPECIAL NEEDS: VISUALLY, HEARING, AND PHYSICALLY IMPAIRED

Introduction

One measure of the significance of career education for children with special needs is the inclusion of a section on career education in the new edition of Education of Exceptional Children and Youth[1] and the publication of two special issues of Exceptional Children[2,3] devoted to career education. Professionals in special education are becoming increasingly aware of the relevance of career education for children with special needs. Untold numbers of individuals fail to acquire a satisfactory occupational role because of unrealistic aspirations, lack of awareness of available career opportunities, lack of educational and occupational guidance, and related conditions. The promise of career education for children and youth with special needs is well stated by Rusalem and Cohen:

> One of the most exciting aspects of career education for handicapped students is its potential for preventing later vocational adjustment problems. Through intervening in the early school years when ideas, attitudes, and behaviors are just being formulated, educators can help children to learn the values of work and the realities of vocational development before deterrent behaviors become crystallized. In the vocational development of children (as in so

> many other developmental areas), remediation of inappropriate behaviors is far more difficult and far less satisfying for the student than the learning of proper behaviors in the first place. Even in its present evolving state, career education offers exceptional students a unique opportunity to learn it "right" the first time around, thus sparing themselves and their families unnecessary concern and frustration and long-term vocational retardation.[4]

The purpose of this chapter will be to summarize some of the special needs of these three groups of children (visually, hearing, and physically impaired) and relate these needs to career development objectives and to career education methods, activities, and instructional materials. This chapter will be a useful review for the special teacher of children with special needs as well as the regular classroom teacher who may have a number of these children "mainstreamed" in an existing classroom.

The career education curriculum model discussed in the previous chapter will be used as a basic point of departure. That is, given the career development purposes, goals, and objectives presented in Chapter III, an attempt will be made to discuss how this model may need to be adapted for use with the special needs learner. It will be obvious to the reader that the six types of learning outcomes which are recommended for career education are ones which are relevant to the personal, educational, and occupational development of all children.

The Visually Impaired

For the general purposes of this handbook, the term "visually impaired" refers to children with a range in degree of sightedness from those with little or no useful vision (the blind) to those who have limited vision even after correction (the partially seeing).

For the blind child, aural and tactile aids are used as important avenues of learning. In addition, oral, kinesthetic, and olfactory cues may be used to supplement learning. Educational materials for the most part are in tactile and recorded form.

For the partially seeing child, adaptations in instructional materials such as large print or magnification may be needed. However, some partially seeing children are able to read regular print satisfactorily. Though partially seeing children generally rely on vision as their main avenue of learning, they, too, may need aural and tactile aids from time to time. Oral, kinesthetic, and olfactory cues also may be used individually to supplement their learning.

Individual assessment of the blind and partially seeing child's visual functioning and efficiency needs includes, assisting the child to use remaining vision, if any, to advantage and when it is more efficient to do so, using alternative techniques to visual learning.

Regardless of "how" or "if" children see, they have the same basic needs as their peers. Physical, mental, social and emotional growth, and development processes for visually impaired children are both similar to and different from those for others. Since growth is sequential, with identifiable stages, it is similar for all children. Since children progress at their own individual rate, with their unique needs, development is different for all children. No process occurs in isolation; all are interrelated; all influence one another.

While visually impaired children may be unaffected by the vision impairment, they cannot remain unaffected by the attitudes of other children and adults. They need to feel that they belong to and are participating members of their peer group, assuming responsibility for

themselves commensurate with their age. They need the continuing opportunity to grow and function independently, observing the same standards established for their peers.

Although visually impaired children may use different methods and alternative techniques, they should be given the opportunity for total involvement in the acquisition of skills and knowledge relevant to their personal needs.

"Characteristics of the Visually Impaired

"In a typical school classroom, there will be a wide variance in the size, shape, looks, ability, and emotional composition of the children. Some will be tall, others short; some heavy, some thin; some quick, some slow; and some docile, others aggressive. The one common thread which runs throughout is that every child is an individual and will learn at his own rate. Such is true of a child who may perhaps be disabled because of a visual impairment. He, too, will have the same types of needs, joys, fears, and apprehensions as other children his age. His frustration level may or may not be related to his visual impairment; therefore, it would be erroneous to assume that every unacceptable behavioral characteristic which the youngster displays is directly attributable to his visual impairment.

"The October 1963 issue of the New Outlook for the Blind, published by the American Foundation for the Blind, featured the following quotation from Pierre Villey: 'Before anything else, it is necessary to establish the fundamental truth that blindness does not affect the individuality, but leaves it intact ... no mental faculty of the blind is affected in any way.'

"However, the negative attitudes of the seeing which result in feelings of aversion and/or avoidance tend to create problems for the visually impaired. While the blind person may be unaffected by the blindness, he cannot remain unaffected by negative attitudes of seeing persons toward him. It should also be pointed out that if visually impaired children face overprotection, rejection, frustration, and fatigue, it could lead to deviant patterns of behavior. Therefore, it is not the impairment, per se, but instead society's reaction to the child that influences how he may react.

"Although the evidence is far from conclusive, there are indications that social and emotional problems of the partially seeing may be even more severe than those of either the normally seeing or the blind. A recent study (Bateman, 1964) done with visually impaired children showed that the group with a moderate defect was found to be the least socially accepted by their normally seeing peers while those with the most severe defects were the best accepted.

"The visually impaired child is a child who may meet additional frustrations due to society's reaction to him. His ability to cope with those frustrations and to deal with them in a socially accepted manner will be enhanced by the understanding and help he receives from his teachers and his peers. School personnel are in a position to influence both atmosphere and attitudes. Providing for the visually impaired child will automatically become a part of providing the best climate for each child when individual differences are recognized."[5]

Additional Reading

Willoughby, Doris, ed. Your School Includes a Blind Student. California: National Federation of the Blind, Teachers Division. No date.

Hearing Impaired

Children with impaired hearing, whether deaf or hard-of-hearing, often have extreme educational limitations imposed on them because of the interference of hearing loss with the learning process and with environmental sounds. Of particular severity is the inability of young children to learn their native language and all related communication skills of reading, writing, thinking, and speaking--a situation which greatly restricts their learning and living throughout their entire lives. In part because of its invisible nature, the severity of this problem in children and the need for early intervention is rarely understood by hearing people. Only recently a national conference on hearing impairment in children equated it in magnitude and severity with the critical health problems of heart disease and cancer.

In describing hearing loss, it is often categorized by degree of severity in the speech range as slight, mild, moderate, severe, and profound. However, because of the influence of certain variables such as age of onset, type of hearing loss, and time lag before appropriate medical, audiological, and educational care were provided, there is a wide variation in the effects on each child. For our purpose, a functional educational definition is used as follows:

-- Children referred to as deaf are those whose hearing loss occurred early in life and is of such severity as to prevent hearing the spoken word well enough to learn conversational language even with a hearing aid.

-- Children referred to as hard-of-hearing are those whose hearing, while limited, will permit training and utilization of hearing as the main channel for learning spoken language, but a hearing aid may be necessary.

Included in this Career Project is any hearing impaired child (deaf or hard-of-hearing) in need of special educational services. In a culture where verbal and written communication is considered a major attribute to intelligence and success, a hearing handicapped child cannot be considered just a "normal child with a hearing loss."[6] Hearing loss can permeate not only all aspects of a child's education but it also deprives the child of environmental sounds as clues to life's activities, safety features, and enjoyments. Despite these limitations, many hearing impaired children can achieve success, confidence, and enjoyment of life--and it is the intent of this Career Project to give all children an increased opportunity to utilize to the maximum all of their skills and talents.

The following are general characteristics of hearing impaired children which have been excerpted from the available text literature on exceptional children.[7,8]

1. Hearing impaired children are usually able-bodied, often excelling in physical activities, athletics, and sports.

2. Through necessity and training, hearing impaired children are alert to visual impressions, gestures, facial expressions, and visual environmental factors and develop skills in these areas.

3. Usually the most obvious difference in hearing impaired children when compared with normal children is that they talk differently. This speech difficulty is the result of imperfect hearing and not of a defect in speech mechanism or mental capacity and is only secondary to the more encompassing problems of faulty language and limited understanding of communication and skill in its use.

4. A basic tenet of language learning is that language input must precede language output. The sensory deprivation of hearing from the prelingual years is the barrier to language learning, which in turn is the main reason for educational handicap. To demonstrate the severity of the language deprivation and the severity of the long-term educational process of learning one's first language primarily through artificial visual system, the following examples of the written language of deaf children are included:

Child, age 7 years:	I see ball.
Child, age 9 years:	He has a dolls many.
Child, age 11 years:	I see a chair to school.
Child, age 13 years:	A little baby doll sat in an chair and they will go for walking.
Child, age 15 years:	He needs to show another your homes family.
Child, age 17 years:	The boy's wondering to put some furniture on the table.

(Northwestern University Bulletin
Teacher Preparation of Hearing Impaired)

From this, the interference with normal development of language is tragically clear.

5. The average amount of educational retardation of deaf students with average intelligence as evidenced by their reading scores on the Metropolitan Achievement Tests was 88% of the 16-year-olds below grade 4.9 in reading. Furthermore, the average gain between age 10 and age 16 was less than one year (grade 2.6 to grade 3.4) despite intensive effort. Wrightstone, Hard of Hearing Children, shows an average of two or more years retarded in grade level and shows consistent limitation in the language areas with severity in degree of loss. One research study in a public school system showed that children with hearing loss of "moderate" degree averaged 3.9 grades retarded in language. (Stephen Quigley, 1969)

6. The intelligence of hearing impaired children has been studied extensively in the present century to determine if they differ significantly from normal hearing children in this dimension. When nonverbal and performance-type tests are used in place of standardized tests, many of which are highly verbal in content, the deaf are found to approximate very closely the norms for the hearing population.

7. Hearing impaired children may show gross differences in their responses to various sounds. Often this is not due to inattentiveness but to different types of hearing damage needing skilled evaluation and educational management. (Illinois Commission on Children, 1968)

   -One type results in reduced LOUDNESS of environmental and verbal conversation sounds. Distance is an important factor in hearing the speaker, since children with a "mild" hearing loss may only hear 3 to 5 feet away under ideal sound conditions and in face-to-face situations; and with "moderate" loss, at a distance of only one foot.

   -The other type of loss affects the clarity of speech reception, especially for sibilant consonants, while environmental sounds may remain near normal. Children are often accused of being inattentive or stubborn when in truth the speech they hear is too garbled to understand.

   -Frequently, children exhibit a hearing loss that includes both reduced LOUDNESS and CLARITY. Though hearing aids are often provided for children with the various types of hearing loss, the effectiveness is limited and cannot be expected to normalize the effects of a hearing loss. The result is that misunderstanding of the child's problem and mismanagement of educational needs frequently occurs.

8. The hearing impaired child is unable to make full use of standard instructional materials whether in printed form or audio-visual in nature since the written form is too difficult and audio-visual material loses the auditory impact in clarifying meaning.

9. The personality of the child with sensory deprivation may be subject to deleterious development effects. The limitation and constraints imposed by the child's inability to communicate with the family and peers tend to modify and restrict the self-identification of the young child.

10. Emotionally the hearing impaired children up to the age of 15 are approximately 10 percent below the norm in social maturity compared to hearing children. During these years, the greatest task confronting the child is attainment of ability in self-identification and in self-direction. By the age of 21 the degree of social retardation is as great as 15 to 20 percent.

11. Although the hearing impaired children are average in strength, mobility, and intelligence, they have a serious under-employment problem reflecting directly upon their lower educational achievement and difficulty in communication.

Though the characteristics and low achievement described above indicate a severe handicap, this does not mean that hearing impaired individuals cannot support themselves and their families. Some hearing impaired children achieve high academic and vocational levels. It is a challenge to our schools to upgrade our educational programs, acoustic and technical training aids in communication, and to update the training of personnel to more nearly meet the needs of hearing impaired children.

The educational programs must be diversified and individualized to assist all children to gain in confidence, to believe in themselves, to see themselves in relation to their own capabilities and career opportunities, and to understand their own limitations and how to cope with them in the best way possible. It is reasonable to assume that an educational program integrating career education with all other aspects of the curriculum for hearing impaired children would provide the input the learner needs to move toward successful and satisfying adulthood.

Physically Impaired

Whereas children with visual and hearing impairments are affected by one handicap, and differences among them vary only in the degree of the handicap, the child referred to as physically impaired may have many different types and degrees of handicaps. The major primary systemic impairments found in physically handicapped children include: neurological impairments (e.g., cerebral palsy, epilepsy), orthopedic conditions (e.g., congenital amputations, postural foot conditions), abnormal

development (e.g., postural defects), muscular system (e.g., muscular dystrophy), cardiovascular system (e.g., congenital heart defect, rheumatic fever), and respiratory system (e.g., cystic fibrosis, asthma).[9] It is difficult to generalize about children with physical impairments. However, for purposes of this section, physical impairments will be used with reference to children having crippling and chronic medical conditions.

Children with crippling conditions and other health impairments who have normal intelligence may be able to participate in a regular school program even though such a condition may interfere with ambulation, movement of the limbs, communication, and social adaptations. Consensus of opinion among educators in special education favors emphasis on normalcy in school placement, programming, and participation if it is deemed to be beneficial to the child. Since physically handicapped children are fundamentally the same as normal children, teachers should provide education based on general child growth and development principles with particular reference to physical movement and experience. Physical independence should be stressed as much as possible, with emphasis on such skills as crutch-walking, wheelchair ambulation, transfer activities, and self-help skills. The curriculum should not differ per se from that of any school in which the teacher has freedom to meet individual needs and utilize materials from children's own experiences.

Following are general characteristics of physically impaired children which have been excerpted from the available text literature.[10,11]

1. These children are individuals with unique personalities, behavior patterns, abilities, and assets, as well as having specific problems related to their disability. What they do have in common is the prolonged abnormal physical condition and its treatment, but, even with a similar medical diagnosis, their reactions will differ. Like all children, this group will display a wide range of intelligence and variety of mental functioning.

2. In general, children with chronic medical problems will fall within the normal intelligence range. However, the restriction of activity that accompanies physical limitations may also limit opportunities to experience social, cultural, and intellectual stimulation, which, in turn, can depress functioning intelligence.

3. In working with a group of children with chronic ailments, teachers may notice certain common factors in personality development. A majority of the children have spent time in hospitals away from home and parents; considerable attention has been focused on their defects and limitations; their activities have been curtailed, thus reducing the opportunities for growth through active participation with other boys and girls; freedom and independence have been difficult to achieve, feelings of inadequacy and uncertainty may have developed.

4. Anxiety and fear may well be expected when children's lives are disturbed by drawn-out disability.

5. Responses to marked deformity may be manifested in a variety of ways. Three stages of usual reaction are: (1) immediate withdrawal, (2) absorption with self, and (3) gradual return to reality. Such positive progression cannot be expected of all children, but used as a classroom guide, they might foster insight and understanding of possible classroom problems. In the regular classroom teachers can help their children understand the handicapped child's problems; and, in so doing, they can influence the attitudes of all the children.

Implications for Career Education

The discussion in this chapter of three categories of children with special needs was undertaken with a view toward developing career education guidelines for such children. The career development purposes, goals, justifications, and objectives provided in Chapter III, and the types

of career education materials and activities referenced in Chapter V, will need to be reappraised for possible ommissions or modifications. Following are the implications for career education with respect to meeting the needs of visually, hearing, and physically impaired children.

Visually Impaired

The six types of career development knowledges, attitudes, and skills listed in Chapter III are valid for all children. The greatest potential of career education for the visually impaired child is by way of contributing opportunities for relevance and experiential learning to a curriculum which is often limited only to academic subject matter. For example, as children become aware of various occupational roles in the working world they may develop greater appreciation of the value in learning communication, computational, and thinking skills. The understanding of how interests are related to occupations may help the child discover future career areas in which his or her personal interests can be expressed. Cooperating with other children in simulated work activities can help develop a sense of responsibility and initiative as well as interpersonal skills. These examples illustrate only several of the many ways in which career education can contribute to the growth and development of visually impaired children.

When some visually impaired children are unable to grasp certain concepts such as color or size, the career development objectives based on such abstractions will need to be modified. For example, in developing awareness of self and others, the teacher may need to provide other sensory inputs to substitute for visual observation. An appropriate primary-level learning outcome for career education, and one that is

especially applicable to working with the visually impaired child, is developing awareness of self in work and play activities. This objective is functionally achieved in a new program entitled Discovering Self in Work and Play.[12] Materials and activities such as these, in which children identify and analyze what they and others actually do, serve to illustrate how self-awareness can be developed in a variety of ways, some of which may include other than visual observation.

With respect to existing career education curriculum materials, auditory, tactile, and enlarged materials will need to be developed. The task for the teacher in adapting the materials is to make them useful, based on individual needs (i.e., braille, large print, tape, and tactile aids).[13,14]

Hearing Impaired

Since the hearing impaired child often has severely delayed language learning and academic achievement, career development and learning outcomes, such as those advanced in Chapter III for the primary and intermediate grades, may need to be adjusted while fundamentals of communication are being mastered. In the primary grades, the most important role of career education may be to utilize it as an integral part of language learning. The materials and activities of career education are rich with opportunities for sensory stimulation and concrete learning application. In the hands of the skillful teacher, these materials are adaptable to the understanding of hearing impaired children. Variations in their communication system, whether primarily auditory in nature or primarily visual, utilizing finger spelling and signs, make little difference in the adaptation and application of career concepts.

A number of career education materials are currently available which are equally appropriate to language learning, reading comprehension, the language of writing, of speaking and acting-out skills, as are the more conventional language arts materials. The practice of teaching for multiple learning outcomes has not been extensively utilized by teachers, that is, language, reading, and writing objectives such as self-awareness or expressing attitudes and values. Simple exercises of the type contained in ABOUT ME or HIGHWAY TO WORK AND PLAY[15,16] can be utilized in the early development of self-awareness and understanding, decision-making, and valuing at the same time that basic communication skills are being learned.

Since the hearing impaired child is also usually limited in social development and emotional development because of isolation from human communication, career education can contribute significantly to the development of attitudes and skills in these areas. Affective development in career education is of equal importance to cognitive development. Helping children to accept responsibility for their own actions, understand and accept their own strengths and limitations, and to formulate life goals in harmony with their abilities, interests, and values are examples of the knowledge, skills, and confidence so badly needed by the hearing impaired child.

Physically Impaired

The adaptation of previously stated career development objectives and the modification of existing career education materials is probably less necessary for the physically impaired than for the visually or hearing impaired child. However, modifications of the physical environment are essential if each physically handicapped child is to benefit

from the experience. Adaptions may have to be made in materials, accessibility, and other architectural features, as well as special devices to enable the physically handicapped child to participate. That is, whereas visually or hearing impaired children suffer handicaps related to the receptive senses (auditory, visual), physically impaired children generally suffer handicaps related to the expressive senses (oral, motoric). According to Connor,[17] the basic tenet of curriculum for children with crippling and chronic medical conditions is that each situation be designed to promote specific activity for each child. Career education can strengthen the curriculum for such children through use of relevant and concrete concepts; through providing opportunities for assuming responsibility; and through activities in which interests, abilities, and values can be discovered and refined.

A great source of motivation in career education is that students become aware of people who are expressing themselves in various occupational roles, as contrasted with the inanimate objects, numbers, and symbols which characterize the more conventional curriculums. Through exposure to people and occupational roles, students learn of the wide variety in abilities and interests which may be expressed in these occupations, and have the opportunity to realistically assess their own abilities in light of their own limitations.

Summary

A basic assumption of career education is that it "...involves a total reorientation of education, focusing on individuals, with career development becoming a central experience in the classroom." If this extremely important and valid assumption is to be met, teachers of

career education must be knowledgeable about the growth and development of children with special needs. This chapter has summarized some of the needs of three groups of such children which must be taken into account both in stating intended learning outcomes and in selecting instructional materials and strategies to achieve such objectives.

References

[1]W. M. Cruickshank and G. O. Johnson, eds., "Career Education," in Education of Exceptional Children and Youth (Englewood Cliffs, New Jersey: Prentice Hall, 1975), pp. 635-638.

[2]"Career Education for the Handicapped," Exceptional Children, 39(8) (1973).

[3]"Career Education for the Handicapped," Exceptional Children, 39(9) (1973).

[4]H. Rusalem and J. S. Cohen, "Guidance of the Exceptional Student," in Cruickshank and Johnson, p. 638.

[5]G. Calovini, ed., Mainstreaming the Visually Handicapped (Springfield, Illinois: Illinois Office of Education, no date).

[6]C. B. Avery, "The Education of Children with Impaired Hearing," in Cruickshank and Johnson, p. 476.

[7]Avery, pp. 466-507.

[8]F. McConnell, "Children with Hearing Disabilities," in L. M. Dunn, ed., Exceptional Children in the Schools: Special Education in Transition (New York: Holt, Rinehart and Winston, 1973), pp. 349-410.

[9]F. P. Connor, "The Education of Children with Crippling and Chronic Medical Conditions," in Cruickshank and Johnson.

[10]Connor, pp. 352-405.

[11]M. I. Wilson, "Children with Crippling and Health Disabilities," in Dunn, pp. 465-530.

[12]"Discovering Self in Work and Play," Career Development for Children Project (Bloomington, Illinois: McKnight, 1975).

[13]Calovini.

[14]B. Lowenfeld, ed., The Visually Handicapped Child in School (New York: John Day, 1973).

[15]"About Me," Interaction: A Student-Centered Language Arts and Reading Program (Boston: Houghton Mifflin, 1973).

[16]Highway to Work and Play (Bloomington, Illinois: McKnight, 1974).

[17]Connor, p. 435.

Chapter V

Career Education Resources

No man can reveal to you aught but
that which already lies half asleep in the
dawning of your knowledge.

Kahil Gibran

CHAPTER V

CAREER EDUCATION RESOURCES

Introduction

One of the remarkable characteristics of career education has been the tremendous explosion in the number and type of career education texts; commercial curriculum materials; products from state and federally-funded research, development, and exemplary projects; journals; newsletters; and the like. A listing of such products alone would require in excess of 100 pages.* Obviously, such an approach is neither feasible nor desirable. The better approach is to provide the reader with access to the "tools" of career education, i.e., the resources and services of individuals and agencies which have compiled and/or continue to monitor and disseminate information about career education. Reference to selected career education texts and journal articles has been provided at the end of previous chapters and will not be repeated here. The remainder of this chapter identifies and briefly discusses resources and services with which practitioners in career education should be familiar.

---

*However, see Appendix C for a compilation of selected, commercial instructional materials for career education.

Educational Resources Information Center (ERIC).

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. Publications which have been processed into the ERIC system are announced in two monthly publications:

1. Resources in Education (RIE). This publication provides access to the research and development literature in education.

2. Current Index to Journals in Education (CIJE). This publication indexes journal articles from over 700 periodicals.

Both of these publications are available in most university libraries and state departments. Publications announced in RIE may be purchased from the ERIC Document Reproduction Service (EDRS) in either "paper" or "microfiche." Information for ordering documents may be found in the back of any monthly issue of RIE. CIJE documents are not available from EDRS.

ERIC Clearinghouse in Career Education

One of the 16 ERIC clearinghouses is devoted to career education (CE). ERIC/CE is concerned with collecting and disseminating information related to vocational and technical education, adult and continuing education, and career education. ERIC/CE publishes two primary types of information products.

1. Information Series. These are short monographs written or commissioned by ERIC/CE staff on timely subjects such as "The Continuing Education Unit" and "The Computer and Guidance in the United States: Past, Present, and a Possible Future."

2. Informal Bibliography Series. Each informal bibliography is based upon an exhaustive computer search of RIE and CIJE and is usually 40 to 80 pages in length. The price of each bibliography is $1.00.

For a small fee, ERIC/CE will conduct a computer search on any topic of interest to the user. Currently, 40 informal bibliographies are available for purchase. New titles and revisions are continually being added. Information on ERIC/CE publications and services is available from:

ERIC Clearinghouse in Career Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
Phone: (614) 486-3655

Career Education Bibliographies

The following references contain hundreds of entries related to career education theory and rationale (texts, monographs, journal articles) and research, development, and exemplary programs (Vocational Education Part C and Part D projects). An abstract which summarizes the contents of each publication is available in relevant issues of Resources in Education.

A First Step Toward Career Education. A Project to Identify, Compile, Catalogue, Analyze, and Assess Past and Present Career Education Efforts to Support Comprehensive Career Education Model I Objectives, Volume I and Volume II-Appendices. Scottsdale, Arizona: Palo Alto Education Systems, 1972. (ED 060 224)

Astin, H.S. et al. Women: A Bibliography on Their Education and Careers. Washington, D.C.: University Research Corporation, 1971. (ED 056 271)

Bailey, L.J. Facilitating Career Development: An Annotated Bibliography. Springfield, Illinois. State of Illinois, Division of Vocational and Technical Education, 1970. (ED 042 217)

Bailey, L.J. Facilitating Career Development: An Annotated Bibliography, II. Carbondale, Illinois: Southern Illinois University, February, 1974. (ED 092-674)

Begle, E. et al. Career Education: An Annotated Bibliography for Teachers and Curriculum Developers. Palo Alto, California: American Institutes for Research in Behavioral Sciences, 1973. (ED 073 297)

Career Education, an ERIC Bibliography. New York: Macmillan Information, 1973.

Dunn, J.A. et al. Career Education: An Annotated Bibliography for Teachers and Curriculum Developers. Palo Alto, California: American Institutes for Research, 1973.

Mathieson, M.B. An Abstract Bibliography of Teacher Education Programs: Part I of the ERIC Clearinghouse on Teacher Education Project on Career Education. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1972. (ED 067 382)

Mathieson, M.B. A Bibliography of Bibliographies on Career and Vocational Education: Part II of the ERIC Clearinghouse on Teacher Education Project on Career Education. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1972. (ED 067 387)

Morgan, R.L. et al. Synopses of Selected Career Education Programs: A National Overview of Career Education. Raleigh, North Carolina: North Carolina State University, Career for Occupational Education, 1972. (ED 063 461)

Nash, R.J. and R.M. Agne. Career Education-a Humanistic View (Part 3 of the ERIC Clearinghouse on Teacher Education Project on Career Education). Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1973. (ED 071 995)

Peterson, M. et al. Bibliography of K-6 Career Education Materials for the Enrichment of Teacher and Counselor Competencies (ETC. Project). Charleston, Illinois: Eastern Illinois University, Center for Educational Studies, 1972. (ED-073 287)

Reynolds, W.E. A National Annotated Bibliography of Curriculum Materials in Vocational and Career Education. Springfield, Illinois: Illinois State Board of Vocational Education and Rehabilitation; 1974. (ED 090 442)

Career Education Curriculum Materials

Hundreds of commercial and non-commercial curriculum materials have been produced in career education during the last five years. In an attempt to provide access to such materials, the National Institute of Education (NIE) has funded a research project to compile and publish a compendium of career education materials. The compendium, entitled Selection and Evaluation Tools (SET), was completed in August 1975. The SET consists of two volumes:

Volume 1: How to Select and Evaluate Instructional Materials

Volume 2: 750 Analyses of Prescreened Materials.

Information related to these two publications can be obtained from:

EPIE Institute
463 West Street
New York, N.Y. 10014

In addition to the above project, NIE has also funded a project with Abt Associates, 55 Wheeler Street, Cambridge, Massachusetts, 02138 to develop the following publications:

1. Three Career Education Activities Catalogs for Teachers

2. Case Studies of Career Education Programs.

These products were also completed in fall, 1975. Inquiries should be addressed to the developer.

Part of the national survey and assessment of career education, which is being conducted by the American Institutes for Research (see Chapter II), will include an update of both commercial and non-commercial career education materials with particular emphasis given to race and sex stereotyping and provisions for the handicapped. To obtain information about the final report, write:

Office of Career Education
7th and D Streets, S.W.
Washington, D.C. 20202

Several texts are currently available which also contain information on curriculum materials as well as instructional strategies for career education. They include:

Campbell, R.E., G.R. Walz, J.V. Miller, and S.F. Kriger. Career Guidance: A Handbook of Methods. Columbus, Ohio: Charles E. Merrill, 1973.

Drier, H.N. Jr., ed. Career Development Resources: A Guide to Audiovisual and Printed Materials for Grades K-12. Worthington, Ohio: Charles A. Jones, 1973.

National Journals and Newsletters

For the person who is interested in regularly monitoring career education activities, subscribing to the following publications is recommended. The first publication is a newsletter providing up-to-the minute information about career education activities on the national level. Career Education Digest articles are primarily written for the practitioner. The third publication is devoted to scholarly articles and issues in career education.

Career Education News is published on the 1st and 15th of every month, September through June, and on the 15th of July and August by the Education Division of Bobit Publishing Company, 1155 Waukegan Road, Glenview, Illinois 60025.

Education + Work is published every other Tuesday by the Education News Division of Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Ave., N.W., Washington, D.C. 20037.

Journal of Career Education is published quarterly by the College of Education, University of Missouri-Columbia, Columbia, Missouri 65201

State-Level Career Education Clearinghouses

A small number of states have established their own clearinghouses on career education in order to serve their local projects. As a rule, these clearinghouses contain within-state and national commercial/non-commercial items. Staff development materials and project descriptions are also frequently available. Both printed and audio-visual materials are contained in these collections. Some of the more extensive collections are listed below. Out-of-state persons can receive only very limited assistance from these clearinghouses as they are essentially set up for in-state operations.

Arizona:
Ms. Mary Allshouse
Career Education Clearinghouse
State Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

Florida:
Ms. Maggie Winkler
Career Education Center
Johnston Building
415 North Monroe
Tallahassee, Florida 32301

Indiana:
Dr. Gerald Dudley
Director, Indiana Career Resource Center
1204-09 South Greenlawn Avenue
South Bend, Indiana 46615

New Jersey: Occupational Research and Development
Resource Center
Building 871
RMC
Plainfield Avenue
Edison, New Jersey 08817

National Network for Curriculum Coordination in Vocational and Technical Education

The six curriculum management centers below serve educators in their geographic regions by conducting curriculum research and development activities and providing information about curriculum materials in vocational and technical education and in career education. These centers are funded under Part I of the Vocational Educational Amendments of 1968.

Directors of the Curriculum Laboratories	*Serving*
Mr. William E. Reynolds Director Curriculum Management Center Division of Vocational-Technical Education 1035 Outer Park Drive Springfield, Illinois 62706	Indiana, Michigan, Minnesota, Wisconsin, Illinois, Ohio, D.C., Delaware, Maryland, Pennsylvania, Virginia, West Virginia.
Dr. Joseph Kelly Director Curriculum Management Center Division of Vocational Education 225 West State Street Trenton, New Jersey 98625	Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Vermont, New Jersey, Rhode Island, Virgin Islands.
Mr. Ron Meek Director Curriculum Management Center State Department of Vocational and Technical Education 1515 West 6th Avenue Stillwater, Oklahoma 74074	Arkansas, Kansas, Missouri, Nebraska, New Mexico, Texas, Oklahoma, Louisiana, Iowa.

Mr. James L. Blue Director Curriculum Management Center Washington State Coordinating Council for Occupational Education 216 Old Capital Building Olympia, Washington 98504	Alaska, Idaho, Montana, Oregon, Wyoming, Utah, Washington, Colorado, North Dakota, South Dakota.
Mr. James Lynn Department of Education 721 Capital Mall Sacramento, California 95814	American Samoa, Arizona, California, Guam, Hawaii, Nevada, Trust Territories of Pacific.
Dr. James E. Wall Mississippi State University Research and Curriculum Unit Drawer JW Starkville, Mississippi 39762	Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee.

National Career Information Center (NCIC)

The National Career Information Center is sponsored by the American Personnel and Guidance Association. It was created to serve the counseling profession. Its mission is that of providing information about resources, tools, and techniques that will keep the practitioner abreast of the ever-changing occupational and educational world. A newsletter, INFORM, is published monthly except June and July. Subscribers also receive the CAREER RESOURCE BIBLIOGRAPHY. Inquiries should be addressed to:

National Career Information Center
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Vocational Education Research Centers

Funding for two vocational education research centers has been provided for by the Vocational Education Act of 1963 and 1968 Amendments. Both of these centers are actively engaged in career education-related activities.

The Ohio State Center

Ohio State is the larger of the two centers and likewise has produced a greater volume of materials of interest to career education. Many types of career education products are available, including teachers' guides and staff development materials. A complete listing of such products may be obtained from:

The Product Utilization Section
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

The North Carolina Center

A variety of materials has been developed by the National Center for Occupational Education. A seven-volume monograph series is one of several career education products available. A publication list is available from:

National Center for Occupational Education
North Carolina State University at Raleigh
P. O. Box 5096
Raleigh, North Carolina 27607

Summary

A traditional problem in education relates to narrowing the gap between knowledge production and knowledge utilization. The case of career education is a classic example. The body of literature on career education theory, rationale, research, programs, and materials has been shown to be comprehensive and ever growing. While the literature has not been addressed to the needs of exceptional children to the extent that may be desired, that which is presently known is sufficient to initiate sound conceptual and operational programs for such students. It is hypothesized that advancements in the scope and quality of career education for exceptional children will occur at a rate proportionate to the extent that practitioners master the knowledge base in the field. It is intended that this section will help the teacher of exceptional children to better search out solutions to conceptual and operational problems related to career education and exceptional children.

Chapter VI

Curriculum Planning for Career Education

I am only one,
But still I am one.
I cannot do everything
But still I can do something;
And because I cannot do everything
I will not refuse to do that something that I can do.

Edward Everett Hale

CHAPTER VI

CURRICULUM PLANNING FOR CAREER EDUCATION

Introduction

It will be recalled from the early part of Chapter III that a distinction was made between career development ends and career education means. The remainder of Chapter III was devoted to a discussion of the purpose, goals, and objectives (ends) of career education at the elementary and secondary school levels. Chapter IV went on to discuss the characteristics of handicapped children which need to be taken into account in using and/or adapting career education curriculum models with such children.

In Chapter V, the reader was acquainted with the sources of career education materials and methods (means). The present chapter is devoted to explaining how to bring ends and means together by developing instructional lessons and units. This chapter has been entitled "curriculum planning" rather than "curriculum development." It has been demonstrated in Chapters III and V that career development curriculum models and career education instructional materials are sufficiently comprehensive to initiate programs without further delay. The role of the teacher in career education is best characterized as a curriculum planner who organizes and implements (as opposed to develops) curriculum.

The Concept of Mastery Learning

One of the great challenges in education, particularly in special education, is to find strategies which will take individual differences into account, but which will do so in such a way as to promote the fullest development of the individual. Unfortunately, as Bloom[1] notes below, some school practices actually work in opposition to the goal of maximizing individual development.

> Each teacher begins a new term (or course) with the expectation that about a third of his students will adequately learn what he has to teach. He expects about a third of his students to fail or to just get by. Finally, he expects another third to learn a good deal of what he has to teach, but not enough to be regarded as good students. This set of expectations, supported by school policies and practices in grading, becomes transmitted to the students through the grading procedures and through the methods and materials of instruction. The system creates a self-fulfilling prophecy such that the final sorting of students through the grading process becomes approximately equivalent to the original expectations.
>
> This set of expectations, which fixes the academic goals of teachers and students, is the most wasteful and destructive aspect of the present educational system. It reduces the aspirations of both teachers and students; it reduces motivation for learning in students; and it systematically destroys the ego and self-concept of a sizable group of students who are legally required to attend school for 10 to 12 years under conditions which are frustrating and humilating year after year. The cost of this system in reducing opportunities for further learning and in alienating youth from both school and society is so great that no society can tolerate it for long.

The idea that most students can learn what the schools have to teach -- if the problem is approached systematically -- was emphasized by the Jesuit schools before the seventeenth century, by Comenius in the seventeenth century, Pestalozzi in the eighteenth century, and Herbart in the nineteenth centruy. Recently, since about 1900, the notion has been rediscovered and a great deal of sophisticated literature and

research has emerged. The concept is now referred to as mastery learning and is been developed in the writings of Carroll,[2] Bloom,[3] Kellen,[4] and Block.[5,6] Mastery learning is an instructional theory and an associated set of ideas about instruction whereby this theory can be implemented into the classroom. This theory may be summarized as follows:

1. Under appropriate instructional conditions virtually all students can learn most of what they are taught.

2. A mastery learning strategy begins by specifying a set of instructional objectives that each student will be expected to achieve.

3. Each program or course should be broken into a sequence of smaller learning units where each unit is designed to attain only a few of the course's overall objectives.

4. Learning units should be logically and/or hierarchically sequenced (material in new unit builds on preceding unit).

5. Each learning unit consists of two parts. The first part is the original instructional component. Here the student is to be exposed to the material for the first time. The second part is the feedback/correction component. The function of this component is to monitor the effectiveness of the original instruction and to take appropriate corrective actions when the original instruction has proved to be insufficient.

6. Encourage mastery of one unit before allowing students to attempt the next.

7. Students' grades depend solely on what they have or have not learned rather than how well they have learned relative to their peers.

The results from research on the use of mastery learning strategies are very encouraging. Block[7] surveys an impressive body of literature

which documents significant cognitive and affective consequences of a mastery strategy. Even though the bulk of the research bearing on the effects of mastery approaches has been done in relation to student achievement, retention, and transfer of training (i.e., cognitive outcomes), the greater implications for mastery learning, from this author's viewpoint are in relation to students' interest in and attitude toward (i.e., affective outcomes) learning.

> When the student has mastered a subject and when he receives both objective and subjective evidence of the mastery, there are profound changes in his view of himself and of the outer world.
>
> Perhaps the clearest evidence of affective change is the interest the student develops for the subject he has mastered. He begins to like the subject and to desire more of it. To do well in a subject opens up further avenues for exploration of the subject. Conversely, to do poorly in a subject closes an area for further study. The student desires some control over his environment, and mastery of a subject gives him some feeling of control over a part of his environment. Interest in a subject is both a cause of mastery of the subject as well as a result of mastery. Motivation for further learning is one of the more important consequences of mastery.
>
> At a deeper level is the student's self-concept. Each person searches for positive recognition of his worth and he comes to view himself as adequate in some areas where he receives assurance of his competence or success. For a student to view himself in a positive way, he must be given many opportunities to be rewarded. Mastery and its public recognition provide the necessary reassurance and reinforcement to help the student view himself as adequate . . . .
>
> Finally, modern society requires continual learning throughout life. If the schools do not promote adequate learning and reassurance of progress, the student must come to reject learning -- both in the school and later life. Mastery learning can develop a lifelong interest in learning. It is this continual learning which should be the major goal of the educational system.[8]

There are a number of different mastery learning strategies currently in existence. Most of these strategies, however, are

simply variations of the two best known mastery learning approaches: Bloom's "Learning for Mastery"[9] and Keller's "Personalized System of Instruction."[10] In the remainder of this chapter, an approach to curriculum planning and instruction is discussed which is compatible with the mastery concept: (a) it starts with the assumption that almost all students can and will learn, (b) defines what objectives students are expected to achieve, (c) utilizes systematic principles of curriculum and instruction to achieve the stated outcomes, (d) emphasizes evaluation - feedback - correction as an important component of instruction, and (e) encourages mastery of one unit before moving on to the next.

Principles of Curriculum Planning

In a recent publication Bailey discussed the processes and principles of curriculum development.[11] Based on his 14 principles of curriculum development for career education, the following principles of curriculum planning can be extracted:

1. A curriculum model should be employed which clearly states the basic purpose of the curriculum in terms of its long-range learner effects.

2. The curriculum should have stated goals and objectives in terms of desired learning outcomes.

3. The structure and organization of learning outcomes should take into account the developmental capabilities, interests and limitations of students at various age-grade levels.

4. The instructional content of the curriculum should consist of a wide array of topics, activities, and materials which are intentionally selected to facilitate the desired learning outcomes.

5. The preparation of learning units and lessons should be based upon tested theories and principles of teaching and learning.

Specifications of Goals and Objectives

Assuming the validity of the previous curriculum planning principles, such principles can now be applied to the organization and implementation of career education activities for handicapped children. Principles 1, 2, and 3 seem to have already been provided for. That is, the career education curriculum model discussed in Chapter III has been independently evaluated by Cole and judged to be valid in its present stage of development.[12] Principle 4 has also been provided for in the sense that Chapter V has demonstrated the comprehensiveness and availability of a wide variety of career education topics, activities, and instructional

materials. The remainder of the chapter is concerned with demonstrating how to achieve career education curriculum planning principle number 5.

According to Krathwohl[13] and Cole,[14] curriculum planning involves the process of moving through descending abstractions from very general and global statements of desired program behaviors to intermediate-level statements which indicate the building blocks from which the program will be constructed. Several levels of description are necessary to judicious planning of education processes. It is very important that a curriculum have a network of logically related objectives. The three levels of generality recommended by Krathwohl and Cole are shown in Figure VI-1. A discussion of these levels follows:

A. At the first and most abstract level are the general statements most useful in the development of programs of instruction or the laying out of types of courses and areas to be covered. These are goals toward which several years of education might be aimed. There should be relatively few of these objectives. Their purpose is primarily to inform and influence. They should reflect and be consistent with statements which describe the program's values and assumptions about basic theoretical issues.

B. The second and more concrete level helps to analyze broad goals into more specific ones which are useful as the building blocks for instructional units. The second type of objectives should be greater in number and specificity. They should define areas of competence, perhaps as clusters of process skills which are quite performance-specific but situation-generalizable.

C. Third, there is a level needed to create instructional materials. These types of objectives should be large in number and quite highly performance- and somewhat more situation-specific. They should be viewed as a sample of a given number of possible objectives within a universe of acts or performances which might reasonably be inferred to foster the intermediate and global objectives.

Generality	Application	Example
Goals--to inform and influence	Development of programs of instruction for several years of education (e.g., K-3, 4-6)	A1. Becomes aware of self characteristics
General objectives--defining areas of competencies	Building blocks for instructional units	1. Forms generalizations about self
Specific objectives--large in number and quite performance- and situation-specific	For creating lessons and instructional materials	1.4 Recognizes uniqueness of own self

Figure VI-1

Relationships Among Three Levels of Career Development Objectives

Also shown in Figure VI-1, in the third column, is an example of how one curriculum goal for career education could be evolved into general and specific level objectives. The specific level objective is the one with which the practitioner is primarily concerned. We can now proceed to show how specific level objectives can be facilitated through the selection of appropriate instructional materials and through the implementation of a systematic, four-step process of instruction.

Lesson Planning For Career Education

In Chapter III, 24 goals for career education K-12 were identified and justified (see Table III - I). Next, selected general and specific level objectives were stated for each of these 24 goals. These objectives will serve as a point of departure in preparing lesson plans to facilitate student learning outcomes.

A blank lesson plan form is contained in Appendix A. Completed sample lesson plans are also contained in Appendix A. Study these forms and examples briefly before continuing this chapter.

Note that the sample lesson plan is related to the broad Goal A1: "Becomes aware of self characteristics." The goal is suitable for students in grades K through 3. One of the general objectives for the goal is that the student "forms generalizations about self." This objective constitutes a broad class of knowledge and competencies. That is, there are many ways by which one can "form generalizations about self." This general objective is suitable for a comprehensive instructional unit composed of several more specific objectives and lessons. One of the specific objectives related to this general objective is that of "recognizes uniqueness of own self." This specific objective is developed by the material and activities contained in the lesson plan illustrated in Appendix A.

To begin lesson plan preparation, write the specific objectives to be developed on the page under "Specific Objective(s)." Keep in mind that the number of specific objectives that can be stated is virtually infinite. The actual number of objectives to be developed in one lesson plan will be dependent on the maturation and grade level of the particular students being instructed. Also keep in mind that the objectives contained in Chapter III are only a representative, and not exhaustive, list. Additions, deletions, or modifications of the objectives may be made to meet the needs and psychological characteristics of the students present.

The discussion of objectives here has been to reinforce a basic tenet of curriculum, that is, "Objectives should be stated prior to the selection of instructional materials and learning strategies." It is now appropriate to deal with the latter.

After the objectives to be developed have been stated on the lesson plan, the next step is to select (or develop) the instructional materials to be utilized. This step is done under the assumption that Chapter V has been mastered, and that the reader is acquainted with the available types of instructional materials for career education. By way of example, the lesson plan in Appendix A utilizes a commercial filmstrip and workbook. These two types of materials provide the basis for the activities in the lesson and are supplemented by teacher-developed activities. The point to be made in the selection and development of learning materials and activities is that multiple learning activities and contexts should be used in instruction. This characteristic of lesson planning helps to assure that students master the objective and can apply the knowledge or skill in a future learning situation. The actual steps involved in instruction are discussed next.

Four-Step Teaching Method

Once the objectives for a lesson plan have been identified and the materials to be used have been selected, the methodology for conducting the lesson can be outlined. The second page of the blank lesson plan in Appendix A will be used for this purpose. Even though lesson plan development may appear to be complex and time consuming, the teacher can appreciate that the long-term advantages outweigh the disadvantages. The facilitation of career development concepts and skills is too important to be left to chance. Lesson plan development helps to assure that the objectives of instruction are being met.

The approach used here is a simple and direct analysis of the teaching act. It may serve as a model of teaching for kindergarten, secondary school, university level, or elsewhere. The following discussion is relevant to all kinds of teaching. For purposes of illustration, however, it deals with teacher-directed instruction.

The four steps of the teaching process are: PREPARATION, PRESENTATION, APPLICATION, and EVALUATION. This four-step outline of the teaching process was originated in Germany by Herbart in the early 1800's. Over the years, the idea that teaching is essentially preparation, presentation, application, and evaluation has been alternately praised and condemned. Today, many prominent younger educational psychologists are again emphasizing the validity of this description of the teaching act. Although it has suffered some severe criticisms, this four-step analysis is once again finding wider acceptance. It may appear as three to six steps, and the steps may be labeled differently (such as "systems approach"), but the underlying idea remains the same.

Preparation Step

Preparation here refers to preparing the learner to receive the instruction. A basic principle of learning is that students must have a need (i.e., readiness) for acquiring the specific information or skill to be taught. Students may already possess readiness or they may need to be motivated. The preparation step may be accomplished by one or more of the following:

1). Students should be provided with an explanation of why the information or skill is important for them to learn. Avoid phrases such as, "Today we are going to talk about...." Rather, introduce lessons along the line of, "Someday each of you will need to choose what type of career you are going to pursue. One way to help prepare to make that decision is to learn...." The latter type of approach will help students to understand the significance of the lesson to be taught.

2). In order for learning to take place, students must be both psychologically and physically at ease. The previous example is of the type designed to motivate students and to put them more at ease psychologically. With respect to providing the students' physical needs, suffice it to say that the teacher should do whatever is necessary by way of making the environment and surroundings conducive to learning.

3). Another technique to prepare the learner is to teach from the known to the unknown. For example, a new lesson (unknown) should begin with the teacher explaining how previously learned material (known) relates to the new lesson. In this way students are helped to continue development of the knowledge and skill base already acquired.

Presentation Step

In this step the primary learning strategy is directed, be it by demonstration, film, group discussion, simulation, or other technique. The learning content should relate specifically to the performance

objective which was stated as the outcome for the lesson. That is, if the objective is concerned with having students "identify their physical characteristics," then the presentation step should introduce and develop this concept.

Whereas the preparation step is based on the learning "principle of readiness," the presentation step is based on the learning "principle of effect." The principle of effect means that students have a need to be successful. Proper and effective presentation helps the learner to experience success. Further, success needs to be rewarded. Following are techniques which should be used to assure that the students successfully learn the concept or skill being taught:

1. Involve as many of the senses as possible. This is obviously crucial when dealing with students who have impairments of one or more senses.

2. Proceed from simple to complex. Proceed in a logical, systematic fashion, e.g., tell - show - demonstrate - illustrate - question.

3. Instruct slowly, clearly, and patiently. Students take five to ten times as long to acquire a concept or skill as an experienced person.

4. Pause at intervals and ask questions to determine whether students are developing the desired outcome. Remember, telling is not synonymous with learning.

5. Always recapitulate. At the end of the presentation, review and summarize the significant procedures and concepts in the lesson.

Application Step

After students have been prepared to receive the instruction and have been presented the concept or skill, opportunities to apply what has been learned must be provided. Research conducted on retention reveals that up to 80% of what has been learned one day is forgotten

by the second day! This is not a casual observation. Rather, research on retention has been repeated over and over with the same consistent conclusion that forgetting takes place very rapidly at first and then slower and slower as time passes. To help students master and retain the desired concept or skill, the following techniques should be employed:

1. Practice in applying the concept or skill should begin as soon as possible after instruction. In actual practice, the presentation and application steps should probably be combined. That is, let the learner do as much as possible while the lesson is being presented.

2. Consider having students do as much of the teaching as possible. Again, research has shown that students who teach other students learn as much as or more than when they are taught by a teacher.

3. Systematically space application over several days. Continual review and application helps to prolong retention.

4. Provide opportunities to apply the concept or skill in new situations. For example, the skill of decision-making should be applied in many different and varied circumstances, including decisions about what one does in his or her leisure time, how one spends money, how one may resolve a personal conflict, what occupation one might pursue in the future, and the like.

5. The meaningfulness of material promotes retention. The preparation and presentation steps should have made apparent the meaningfulness of the concept or skill to be learned. In application, the learning activity should be concretely related to students' interests and needs. For example, the concept of "consumer" and "producer" can be made meaningful by illustrating how each person consumes and produces goods and services.

6. Application should be as nearly individualized as possible. Students will learn at many different rates and with different degrees of effectiveness. The goal of instruction is for every student to master the desired learning outcome. Instruction of the next lesson should not proceed until each student has successfully learned the present one.

Evaluation Step

The last step in the systematic development of instruction is labeled evaluation, but would be more accurately characterized as "evaluation - feedback - correction." The purpose of this step, referred to as formative evaluation,[15] is to assess the extent to which students are progressing toward completion of the lesson objectives. (The other type of evaluation which is done at the end of a course or term to assign grades is called summative evaluation.) The general procedures to be used during this step are as follows:

1. Begin to develop test items or test tasks by referring to the lesson objectives. For example, action verbs such as "identifies," "describes," "distinguishes," "computes," "draws," tell you what the student should be able to do.

2. Construct test items which measure each of the lesson objectives. Since the number of objectives will be small, it is a good idea to develop several items, both in number and type, for each objective. One useful technique is to reserve several learning activities for use as test tasks. For example, a workbook exercise can be used to evaluate learning in addition to presenting a lesson or applying a concept or skill.

3. For each item, decide on the criterion level of performance. Accuracy levels of 80 to 85 percent on each formative test are recommended as an indication of mastery.

4. Provide students with knowledge of results. For those students who have thoroughly mastered the lesson, the test should reinforce the learning and assure the student that his or her present mode of learning and approach to study is adequate.

5. For students who lack mastery, the test will reveal those objectives which need further work. According to Carroll, this generally means that an additional amount of time may be all that is required.[16]

6. Individual tutoring, self-study, peer teaching, and small group discussion sessions are among the techniques that can be successfully used with those students who need additional remedial work. In Keller's approach, corrective instruction is used with the original learning activities and materials, whereas Bloom's strategy tends to employ a variety of instructional correctives that are different from the original methods but which are still addressed to the same objectives.

7. This last step is probably the most challenging aspect of mastery teaching. However, because the special education teacher is one who is already committed to meeting individual needs, and one who possesses the skills in planning individualized instruction, the recommended strategies ought not be difficult for the teacher to accomplish.

Summary of Four-Step Teaching

The recurring theme throughout this handbook is that the facilitation of career development concepts and skills requires systematic planning and implementation. The previous discussion of the four-step teaching method was designed to illustrate a comprehensive and organized means by which career development objectives can be developed. It should be stressed that an individual activity such as a film or a field trip is not likely to have much effect on student learning unless it is one part of an organized lesson consisting of many different and varied activities, all designed to facilitate the desired behavior.

Lessons and Units

The relationship among three levels of career development objectives was illustrated in Figure VI-1. With respect to the specific level objectives, previous pages have discussed how lessons can be developed to facilitate these specific objectives. An individual lesson is the basic element from which units and programs are structured.

The lesson plan contained in Appendix A deals with only one of five specific objectives subsumed under a broader general level objective. The development of lessons for the remaining four specific objectives would result in the completion of a unit related to "Forming Generalizations About Self." Thus it can be seen that unit development is not a separate task from lesson development. Rather, a unit consists of nothing more than the collective individual lesson plans which are used to achieve the specific level objectives. For instructional purposes, career education units may stand alone and be instructed separately, or they may be intergrated into the subject matter areas of the existing curriculm.

Qualities For Career Development Curricula

The curriculum model that was proposed in Chapter III and the teaching methods suggested in this chapter are deliberately broader in scope than more narrowly defined "occupational information programs." The educational philosophy advocated in this handbook is known as process education.[17] Process education recognizes that the first and foremost objective of curriculum and instruction should be the facilitation of skills which learners need if they are to acquire, organize, generate, and utilize in a productive manner the wealth of information and knowledge available to them. More traditional content-oriented programs seem to be concerned only with having students learn a specific body of subject matter content. If the goals of a process-oriented career education curriculum are to be achieved, Cole[18] maintains that such a curriculum should possess the following seven qualities:

Quality One

A capacity for dealing with change and an acceptance of uncertainty must be fostered. The curriculum should raise many questions about the future and the student's possible role in that future. It should present many issues to students for possible resolution, e.g., "What is work and what is play and what are the commonalities and differences between them?"; "Why is something that is work for one person play for another?" The curriculum should strive to achieve closure and consensus only on facts and empirical information. It should not encourage uniform consensus or closure on the multiple inferences and generalizations which can be produced from those facts.

Quality Two

A basic fluency and flexibility of perception, feeling, thinking, expression, and action should be developed. Curriculum activities should never be designed to give the impression that there is only one way to define a term; to categorize events, people, occupations, or ideas; or to interpret a given set of empirical observations. Rather, the curriculum should present students with many opportunities to reorganize, relassify, and reinterpret concepts, generalizations, methods, and stereotypes which are the content of any curriculum.

Furthermore, if the skill is deemed worth teaching, the curriculum should present opportunity for its use in many contexts. This quality can best be achieved by building a basic fluency within each activity in the curriculum. Each individual activity should require and ensure a variety of differing but logical responses from students individually or as a group. The practice should extend beyond a given activity since basic skills deemed essential in the curriculum are dealt with in a spiral fashion and in a new and increasingly diverse and complex situation as Bruner has suggested.[19,20] This principle of curriculum organization is well recognized by many curriculum developers who seek to develop capacity for divergent thinking, problem solving, and expressive behavior.[21,22]

Quality Three

The curriculum must respect the questing, imaginative, and playful nature of the child. It should provide activities which ensure the retention of the basic motivation to quest for meaning. Torrance has

noted from empirical evidence that excessive concentration of curriculum activities on developing convergency in thinking, interpretation, and operation causes a reduction in basic fluency and flexibility of action and thinking.[23] He has referred to this as the "fourth grade slump."[24] Many other scholars have noted similar patterns resulting from schooling.[25,26]

The playful questing of the child can perhaps best be fostered if curriculum developers, teachers, and parents can themselves remain open to the idea that any process-organized curriculum need not be overly concerned with the content experiences a given child encounters or fails to encounter. If certain process skills are stated as objectives for a curriculum, and if these skills have a good rationale that justifies their selection for attention, then the curriculum must provide enough specific and varied topics, materials, and activities for students to engage in the use of skills that may be internalized, generalized, and broadened.

With such a process orientation, the content of particular curriculum activities and topics can be viewed as a sample of perhaps an infinite array of content that serves as a vehicle in developing the skills that are the stated outcomes. Concern whether or not all students have mastered particular content or concepts begins to take on less importance. The content of the curriculum becomes less of a sacred cow and the curriculum designer, teacher, and students are much more free to operate within a wide array of topics. It becomes an impossible task to teach for mastery of all content. It demoralizes students and teachers. There is simply too much to learn and too little reason for learning all that is known.

Quality Four

The curriculum must provide students with many opportunities for them to be successful in solving problems, in clarifying their own values and meanings, and in recognizing ambiguities and ambivalence in their own beliefs and beliefs of others. The curriculum must develop the understanding about one's purpose and ideals. It must somehow develop a self-confidence in the student. Students must come to feel that they are effective problem-solvers and that they are equipped with the means to interpret situations in their lives productively and adaptively. The curriculum must present numerous opportunities for them to test their speculations and solutions to problems and to determine the consequences. If possible, the curriculum should provide opportunities and activities for students to conduct further testing of their views about self and others in non-school contexts.

Quality Five

The curriculum must broadly inform the student about the diversity of beliefs, roles, and responsibilities in career activities of people. It should bring them in contact from early elementary years through high school years with a variety of persons who are currently working out their ideals and meeting their basic economic needs in their occupations. It should inform students of the role expectations which define the privileges and responsibilities of various occupational roles within career categories. It should provide students with the same means to categorize different occupational activities as being alike and different in the services and products rendered and the

statuses, rewards, and sense of purpose achieved. It should develop the capacity of students to seek out and explore multiple ways in which they may meet their basic economic needs and their "being" needs through planning for career development within a given occupational family or across several related occupational families. The teacher of career education should recognize that much significant learning cannot and should not be confined to the classroom

Quality Six

The activities in a career development curriculum should develop a child's capacity for tolerance, compassion, and empathy. As Piaget and Kohlberg have pointed out, the process of maturing as a moral person is lifelong.[27] This skill is best defined as the ability to adopt other roles, to empathize with others toward better comprehending why people behave as they do in given situations. Stephens pointed out that some people never fully develop their moral capacity for tolerance and understanding.[28]

A good deal of the ability of children to develop to such a level is probably a function of the child-rearing prcoedures used with them by their partents and teachers. Singer and Singer present interesting generalizations based on empirical observations and studies which indicate that warm, permissive parents produce children who develop these types of moral characteristics as well as self-reliant, creative personalities.[29] Hostile, restrictive parents tend to develop fearful, anxious, self-destructive children. Hostile, permissive parents tend to develop children with strong identities who are self-reliant but are outwardly aggressive, hostile, and socially destructive. Warm, restrictive parents tend to develop children who are anxious, overcontrolled,

achievement oriented and conforming. Although Singer and Singer make these generalizations primarily about the child-rearing practices of parents, it appears that teachers also can be globally categorized into one of the four quadrants of the two-dimensional paradigm for child rearing.

It seems clear that the type of creative, self-motivated, responsible and moral person called for as the product of career development curriculums is best socialized through the warm-permissive dimension. The career development curriculum should probably be designed to foster such an atmosphere. The teacher, of course, must also adopt such a view and implement it in the curriculum to achieve this goal. A curriculum designed to be warm and permissive toward students does not mean there would be no structure and planning. On the contrary, there should be a great deal of structure and extensive planning, much more so than in a typical narrow, prescriptive program.

A capacity for tolerance, compassion, and empathy probably contributes more to a person's ability to interact productively with his or her peers than any other set of skills. This set of basic skills is the cement which holds the matrix of any social organization together. The ability of a person to get along with others, to understand their acts and motives, to empathize with their feelings and values is probably more important in one's occupational role than in any other social situation with, perhaps, the exception of one's immediate family. Career development curriculums should incorporate many activities which foster the capacity for interpersonal regard.

Quality Seven

The curriculum must help children find ways to contribute meaningfully to the welfare of some groups. Increased specialization and years of formal education have prolonged the period of economic dependence of children upon their parents. Many children have difficulty feeling that anything they do contributes in a significant way to the welfare of their family and community. Children, like all people, want to count for something. They want to be competent in some things and esteemed for their contribution. Some children satisfy these needs through their schoolwork, and school and community activities. Many other children fail to see the relevance of such activities to anything of significance or worth. Some encounter this problem at grade three, many others in junior high, high school, and some later. Minimally, the career development curriculum should provide ample opportunity for these feelings of anomy and purposelessness to be shared, examined, and discussed.

At best, activities in a career development curriculum should provide the means for students to generate ways and outlets for the contribution of their talents to some constructive cause, to explore and seek out ways to express fidelity. This is an acute problem. Bruner calls it the conflict between social and personal relevance.[30] He notes that, unfortunately, most of the curriculum which is perceived as being of great social relevance by educators and parents is at the same time perceived as being of little personal relevance by students. A career development curriculum could provide the means for students, teachers, and community leaders to deal with and attempt continously to resolve this issue. It is an issue one can always rally a group of students to discuss. It is an issue which has no ultimate resolution. It is also

an issue which continues lifelong in one's career activities.

Once again, it is the process for dealing with and adaptively resolving potential conflict between personal meaning and goals and social-organizational missions which should be the goal of instruction. It is not the convincing of the students or employees that the social relevance of their studying or working must have personal relevance for them because it is decreed somewhere by some great authority or principle.

These, then, are the basic qualities which career development curriculums must meet if they are to be consistent with the basic issues faced by our society in educating youth toward meaningful and personally satisfying career roles. While such qualities have been discussed within the context of career education, they are qualities which are generally applicable to all of education at every grade level.

Summary

In the introduction to this handbook, it was indicated that Chapters I through V are designed to move teachers in the direction of developing competence in planning and organizing career education learning activities for students with special needs. The present section has been the capstone of the handbook in which the competency for conducting such activities has been discussed. Obviously the teacher will not become a "competent" curriculum planner until he or she applies these techniques to lesson plan development. Ultimately, the degree of teacher competence in curriculum planning, and the degree of merit due this handbook, will be dependent on the extent to which the career development of students with special needs has been facilitated.

REFERENCES

[1]B. J. Bloom, "Learning for Mastery," Evaluation Comment, 1 (2), (1968), p. 1.

[2]J. B. Carroll, "A Model of School Learning." Teachers College Record, 64 (1963), 723-733.

[3]Bloom, Learning.

[4]F. S. Keller, "Goodbye, Teacher . . .," Journal of Behavioral Analysis, 1 (1968), 78-89.

[5]J. H. Block, ed., Mastery Learning: Theory and Practice. (New York: Holt, Rinehart and Winston, 1971).

[6]T. H. Block, ed., Schools, Society, and Mastery Learning (New York: Holt, Rinehart and Winston, 1974).

[7]T. H. Block, In Block, Schools, 27-69.

[8]Bloom, Learning, p. 11.

[9]Bloom, Learning.

[10]Keller, Goodbye.

[11]L. J. Bailey, "Curriculum For Career Development Education," Strategies For Curriculum Development (Berkely, California: McCutchan

[12]H. P. Cole, Approaches to the Logical Validation of Career Development Curriculum Paradigms, Career Development for Children Project (Carbondale, Illinois: Southern Illinois University, 1973).

[13]D. R. Krathwohl, "Stating Objectives Appropriately for Program, for Curriculum, and for Instructional Material Development," Journal of Teacher Education, 16 (1965), 83-92.

[14]Cole, Approaches.

[15]B. S. Bloom, J. T. Hastings and G. F. Madaus, Handbook on Formative and Summative Evaluation of Student Learning. (New York: McGraw-Hill, 1971).

[16]Carroll, A Model.

[17]H. P. Cole, Process Education: The New Direction for Elementary - Secondary Schools (Englewood Cliffs, New Jersey: Educational Technology Publication, 1972).

[18]Cole, Approaches.

[19]J. S. Bruner, The Process of Education (New York: Random House, 1960).

[20]J. S. Bruner, Toward a Theory of Instruction (New York: W.W. Norton, 1968).

[21]E. P. Torrance, Rewarding Creative Behavior (Englewood Cliffs, New Jersey: Prentice-Hall, 1965).

[22]F. E. Williams, ed., Creativity at Home and in School (St. Paul, Minnesota: Macalester Creativity Project, 1968).

[23]Torrance, Rewarding.

[24]E. P. Torrance, "A Longitudinal Examination of the Fourth Grade Slump in Creativity," The Gifted Child Quarterly, 12(4), (1968), 195-199.

[25]Williams.

[26]D. W. Mackinnon, "The Courage to Be: Realizing Creative Potential," in L. J. Rubin, ec., Life Skills in School and Society: Yearbook 1969.

[27]J. M. Stephens, The Psychology of Classroom Learning (New York: Holt, Rinehart and Winston, 1965).

[28]Stephens.

[29]R. D. Singer and A. Singer, Psychological Development in Children (Philadelphia: W. B. Saunders Co., 1969).

[30]Bruner, Toward a Theory.

Chapter VII

The Parents' Role in Career Education

What the best and wisest parent wants for his own child, that must the community want for all its children.

John Dewey

CHAPTER VII

THE PARENTS' ROLE IN CAREER EDUCATION

Introduction

The significant role that the home plays in the education of children is well known to all teachers. The effectiveness of career education can be considerably enhanced by involving parents more directly in the educational process. Following are a few examples which have been excerpted verbatim from Hoyt[1] and others, related to ways in which the home and family can be used to enhance career education programs. References to additional sources of information and activities are provided at the end of this section. It should be emphasized that such activities should have clearly stated performance objectives, and should be incorporated into the teacher's lesson plans in the same way as any other type of topic, activity, or instructional material.

Activity 1: Parents as Resources

Parents representing a broad base of careers make a classroom presentation illustrating aspects of their work. Wherever possible, actual work situations are discussed, accompanied by pictures, uniforms, and other paraphernalia characteristic of the field of work.

Teacher Involvement

(1) Become acquainted with the types of work performed by the parents.

(2) Contact those parents who represent a variety of careers to participate in the program.

(3) Orient parents on the purpose of the activity before the program is started.

(4) Prepare the students for the activity by making the necessary preparations to ensure that each parent, irrespective of his or her occupation, is treated with dignity and respect and that status is given to each career.

(5) Provide an experience whereby the children would list the contributions they feel the different occupations provide.

(6) Assist the students in understanding how many of these jobs relate to tasks in the home; for example, preparing meals and serving them (restaurant work), housecleaning (hotel management), grocery shopping (purchasing agent), paying bills (business management), repairing the car (auto mechanic), caring for the lawn and yard (landscaping).

(7) Conduct several follow-up activities (outlined below).

Follow-up Activities

Immediately following the activity, teachers should provide opportunities for students to become involved in learning about tasks related to careers of their parents. For example, if a father is employed as a bus driver, let a student review the meaning and significance of traffic signals.

The teacher may wish to provide opportunities for the student to visit the worksite of one particular parent. For example, if a mother is a nurse, the class could visit a hospital (with the proper permission from the head of staff) so that the students could receive additional stimuli from an orientation on careers in the realm of medicine.

Activity 2: Parental Role-Playing by Students

(1) Assign all of the students to consult with their parents to learn of the kinds of work their parents perform in their occupations.

(2) Create sufficient enthusiasm and excitement in the classroom so that children will carry this feeling into the home.

(3) Encourage children to bring tools or wear clothing used by parents in connection with their work.

(4) Supervise practice sessions in the classroom.

(5) Invite parents to attend the classroom and participate in the activity.

(6) Supervise the activity in the classroom. If desired, the occupational exploration activity may be combined with music, drama, and art. For example:

   (a) In one elementary school in Atlanta, the students presented an "occupational operetta," writing the script and music and dramatizing the work their parents performed in their daily occupations. The operetta helped the parents as well as the children learn about the kinds of contributions all of the careers made to our society. This type of activity could be used to introduce or to climax a career exploration program.

   (b) In still another elementary school in Atlanta, the career exploration activity was combined with the fine arts area of education, with the children "interviewing" and then writing about the careers of their parents. In addition, the poet laureate of Georgia wrote poems about her impressions of the parents' jobs. As a follow-up, students also composed poems and sonnets which they sent to the poet laureate. The interchange of ideas and impressions was beneficial to students, parents, and perhaps even to the poet laureate.

Follow-up Activities

Teachers will find that the following activities will help to "cement" the new knowledge the students have about their parents' occupations:

(1) Review the various occupations that were acted out (or where applicable, were dramatized), and discuss the contributions of each career.

(2) Collect pictures of occupations that were not represented in the activity and discuss their importance to the home and family living.

Activity 3: Consultations with Parents

Teachers should give ample time for consulting with parents to discuss career education and its implications and for counseling parents on relating home situations to those of the elementary school. Through parent-teacher conferences, consultations, organization meetings, or newsletters, the teacher can identify or explain projects in career education while soliciting parental help. Each teacher will need to select the manner in which it is most effective to contact parents within the local setting.

Teacher Involvement

(1) Organize and carefully plan conferences to identify projects and activities that will be discussed.

(2) Communicate personally with parents, offering them suggestions on how they can incorporate career exploration activities with home life. Point out how many work areas in the home relate to occupations outside the home.

(3) Listen to suggestions of parents and incorporate these into school activities wherever possible.

(4) Express enthusiasm for programs in career exploration in the home. Create an atmosphere in which parents will feel comfortable.

(5) Provide information to parents on the interests or abilities of their children. If parents seem to have unrealistic goals for their children, do not openly oppose their plans, but help them rechannel their thinking by pointing out abilities of their children in other endeavors.

(6) Conduct follow-up activities.

Activity 4: Exploring Work with Parents

The objective of this activity is to provide an opportunity for children to observe their parent(s) on the job for a short period of time. Firsthand knowledge of work at a factory, in a store or office, or at an outdoor worksite will give children an overview of their parents' niches in the world of work. The children will have a greater respect for the jobs and an appreciation of what the jobs entail, and will be better able to see how their parents relate to co-workers. The teacher can lay the foundation for accomplishing this activity by:

(1) After becoming acquainted with the work situations of the parents, plan a job visitation program that is practicable for local situations, selecting a committee of parents to assist in planning and implementing the activity. (See step 3 for examples.)

(2) Explain in detail to the students what this activity will entail: parents' approval, foreman's or supervisor's approval, etc. Generate enough enthusiasm in the children that they will be successful in securing participation of their parents.

(3) Work with the committee of parents in orienting all parents on the purpose of this activity. For this activity to be successful, the parents should understand at the outset that their efforts in securing permission for their children to visit them on the job will help to reinforce their children's concept of the workaday world. By having the various tasks explained to them, the youngsters will get a firsthand knowledge of the types of careers their parents are pursuing. For example:

   (a) A father or mother who is a barber or beauty shop operator might arrange for his or her son or daughter to visit the barber shop or beauty salon to see hair trimmed or cut: for a man, for a woman, for an older person, for a teenager, or for a child. The parent could expand the significance of the lesson by explaining the "psychology" he or she uses on the different customers in urging them to try a new hair style or a new tint. The parent could explain how barbering depends more on one's ability to sell people a service and make them pleased with the result than merely the cutting of hair. The children could relate this work with school lessons in mathematics (costs of various cuts, overhead, paying for supplies), social studies (explaining to customers how hair styles change), English (using proper grammar), and so forth.

(b) A retail sales clerk (mother or father) could arrange for the child to watch during the actual selling of an item, taking the money for the item sold, ringing the money on the cash register, "making change," bagging or wrapping the article, and thanking the customer as the parcel is presented. If the children visit at a time when there are no customers, they will see the parent keeping busy by arranging merchandise for display, stamping canned goods, marking price tags, and so forth. Any actual hands-on experience can provide the stimulus for a child to begin to think about the world of work, especially if the parent tells why he or she "likes" the job.

Parent Involvement

Several parents could become a working committee to plan activities -- making arrangements for all of the children in the classroom to visit worksites, irrespective of the home environment. The ideal situation, of course, would be for all of the parents to participate by arranging for visitation to their jobs; but since this will be the exception rather than the rule, the committee could identify those whose employers accede to the request.

Activity 5: Learning to Manage

Through a role-playing activity in the classroom, the teacher can assist the children in learning how to purchase items for family use. The children could collect pictures from catalogs or magazines, determine the price they deemed appropriate for each item, and make price tags for the "merchandise." Then, by using "play" money from a game or some they have made themselves, they could set up store and buy and sell the articles (pictures). As an extension of this activity, the children could take the money and pictures home and conduct a similar activity among family members.

Teacher Involvement

(1) Review the role of the family in buying goods and services.

(2) Provide the impetus for the children to bring play money and pictures of various types of merchandise (both expensive and inexpensive) to the classroom. Help them attach price tags to the items.

(3) Explain the buying and selling principles, and supervise the activity.

(4) Prepare a simple list of instructions for the children to take to their parents along with the play money and pictures, so that the parents can reinforce the knowledge gained from this activity by engaging in a similar exercise at home.

(5) Conduct follow-up activities.

Parent Involvement

The parents may wish to make the home activity more personal and meaningful for their child by using actual buying and selling experiences and explaining them to the child -- itemizing and tallying the cash register check tab from the grocery or dry goods store, comparing real bills and coins with those the child made in the classroom, checking costs of items in newspapers, catalogs, or magazines. Consulting the instruction checklist that the teacher prepared will make it easier for the parents to "zero in" on the specific areas of learning that their children are receiving in school.

Follow-up Activities

Devote several days to allowing the children to report on the buying and selling activities that were completed in their homes.

Activity 6: Who Am I?

This activity may become the most popular one in the school year, giving the child the opportunity to tell of the talents and abilities of family members. By outlining a "questionnaire" for the child to take home for interviewing family members, the teacher can guide the child in the rudiments of querying a person for information. Let the children help with the outline, incorporating good as well as not-so-good suggestions, but making sure that all suggestions are received with equal consideration.

Teacher Involvement

The teacher must be cognizant of various facets of psychology in this exercise, relying on educated guesses as to whether a child shows an affinity for any activities below:

(1) As each child recites the talents, etc., of his or her family, the teacher should be alert to any likes, dislikes, abilities, and interests that the child may display. Jot them down by each child's name so that they can be relayed to the parents during consultations.

(2) Assist the students in preparing a handbook for recording special interests and goals.

(3) Assist the students in filling out a part of the handbook in the classroom.

(4) Encourage the students to take their handbooks home with them to discuss them with the family. A section should be filled in by each family member, with family goals set for each member.

Parent Involvement

The parents should review the handbook with their child, being alert for any special interests or abilities exhibited by themselves as

well as the children. They can assist their children in setting goals and determining what must be done to achieve these goals.

Follow-up Activities

Teachers should review the handbooks with the students from time to time, encouraging the boys and girls to continue to add to the pages. The teachers can also encourage the students to engage in other activities outside the home and school which correspond to family and individual interests and abilities -- churches, neighborhood theater groups, and the like.

Summary[2]

The home environment is the foundation for the development of fundamental values, attitudes, and skills which are the central factors of career success. The influence of the school and society on the child is infinitesimal in comparison to the home influence during the first five to eight years of life. If a child has had an unfortunate beginning, he or she can have attitudes altered; but this is a process that could take a lifetime.

Society's future depends upon widespread recognition that parenthood and successful homemaking must remain the underlying career roles for men and women producing the greatest satisfaction. Successful parenthood is not a natural instinct. It must be learned; therefore it can be taught.

The home environment is the most central factor in the development of basic values, attitudes, and basic skills which are the foundations of career success. All of the school's influence and that of society

outside the home will never satisfactorily offset a bad home start. Parents are also the key educational decision-makers whose support or lack of support will determine career education's future.

All children will have a career whether they are bright or dull, impoverished or richly endowed. The discovery of the career occurs in a developmental process of lifelong duration, but the habits of discovery are formed in the childhood years. It is important that there be an alliance of elementary school teachers and parents at that critical time.

References

[1]K. B. Hoyt, N. M. Pinson, D. Laramore, and G. L. Mangum, "Home and Family in Career Education," in Career Education and the Elementary School Teacher (Salt Lake City: Olympus, 1973), pp. 125-154.

[2]Hoyt, et. al.

Additional Reading

The following selected references provide additional background and information related to the parent's role in education.

Knapp, D. L., and J. H. Bedfor. The Parent's Role in Career Development. Washington, D.C.: American Personnel and Guidance Association, 1967.

Gordon, T. Parent Effectiveness Training. New York: Peter H. Wyden, 1970.

Grant, E. H. Parents and Teachers as Partners. Chicago: Science Research Associates, 1971.

Osborne, E. How to Teach Your Child about Work. New York: Public Affairs Committee, 1955.

Postman, N. and C. Weingartner. The School Book: For People Who Want to Know What All the Hollering Is About. New York: Delacorte, 1973.

Wernick, W. "Relating the Student, the Teacher, and the Adult World," in Teaching for Career Development in the Elementary School: A Life-centered Approach. Worthington, Ohio: Charles A. Jones, 1973.

Appendices

Lesson Planning

Nevertheless he
keeps moving, changing
pace and approach but
not direction—"every step an arrival."

Denise Levertov

APPENDIX A

APPLICATION OF PLANNING FUNDAMENTALS

1. Summary of lesson planning process (pages A-3 to A-5)

2. Blank lesson plan form (pages A-6 to A-7)

3. Sample, completed lesson plan for goal A-1 (pages A-8 to A-9)

4. Sample, completed lesson plan for goal D-2 (pages A-10 to A-17)

5. Sample, completed unit and five individual lesson plans for goal C-1 (pages A-18 to A-41)

Note: The sample unit and lesson plan that follow were developed to illustrate the process of lesson plan development. These samples were developed for a typical (i.e., "normal") class and are intended to be prototypes for others who are engaged in lesson plan development. Appendix B contain lesson plans which were developed by practicing teachers for use with low incidence handicapped children.

SUMMARY OF LESSON PLANNING PROCESS

A number of excellent commercially prepared curriculum materials are currently available for career education. Many publishers have developed comprehensive programs which include both student instructional materials and teacher's guides. Such guides usually include lessons which contain purpose and objectives, strategies for facilitating the stated objectives, and procedures for determining the extent to which learning has been achieved. For materials of this nature, the teacher may only need to adapt objectives and/or mode of presentation for use with handicapped children. No additional teacher development is required.

Another type of career education instructional materials is also available. This type consists of a broad range of topics, activities, and materials that are not part of an organized program. Activities of this type may be commercially produced or teacher-developed. Examples might include lecture-discussions, games, bulletin boards, theme writing, field trips, filmstrips, posters, role-playing, library research, and the like. These activities are quite appropriate for career education. However, activities of this type usually suffer from two weaknesses: (1) they seldom have stated learning outcomes, and (2) they are usually used as short, isolated 15-30 minute activities which have no relationship to a larger, more organized whole. Whatever learning that may occur is often forgotten within a few days.

The purpose of Chapter VI of this handbook is to emphasize the principle that instructional activities should only be selected or developed to achieve a known, identified learning outcome. A second

purpose is to illustrate a procedure for organizing and sequencing instructional activities with respect to preparing, presenting, applying, and evaluating the concept or skill which is the outcome of the instruction.

Following is a summary of the procedures for preparing lesson plans of the type discussed in Chapter VI. Sample completed lessons are provided for purposes of illustration.

Step-by-step procedure

1. Duplicate multiple copies of the blank lesson plan form which is provided. (Appendix A)

2. Review the nature of career development (Chapter III) for either the Awareness Stage (K-3) or the Accommodation Stage (4-6), depending upon the grade level approximation of the students to be involved.

3. Decide on which of the six goals at each level you are going to address. Review the characteristics of handicapped children in Chapter IV. Note any special needs or characteristics that must be taken into account.

4. Select the general level learning outcome to be developed. This objective, in effect, becomes a unit theme around which several lesson plans will be developed.

5. Analyze the specific level objectives related to this general level objective. Decide how many lesson plans you will need to prepare in developing the general objective. You may have one or more objectives per lesson plan depending on the maturational level of the students involved.

6. State the specific level objective(s) to be achieved. Remember that the objectives provided in Chapter III are only samples of a nearly infinite number of possible outcomes. Adapt the wording of the objectives to accommodate any unique needs of the learners.

7. Stop. Review Chapter VI, pp. 89-109. Do you have clearly in mind the relationship among goals-general objectives-specific objectives?

8. Now that the objectives for the lesson have been identified, select the topics, activities, and materials which will facilitate the objectives. Keep in mind the seven "qualities" for career education curriculum discussed in Chapter VI, pp. 101-108.

9. Preparation step. Select an activity that will motivate students and/or develop readiness. One or more "day lessons" (a day lesson is usually 15-30 minutes) may be required for this and the other three steps that follow.

10. Presentation step. Select a major, important activity which is specifically designed to develop the lesson objective. This activity should be the most important one in the whole lesson. It should stimulate as many of the senses as possible.

11. Application step. Students should be involved in doing something during this step. Multiple activities and contexts should be utilized to assure that all students successfully achieve the objective.

12. Evaluation step. Feedback instruments or activites known as formative tests are administered to determine the extent to which students have learned the lesson objectives. Individualized, remedial instruction is prescribed for those students who fail to achieve the specified level of performance.

13. Review the lesson plan and rewrite or type in an easily readable form. A properly developed lesson is one capable of being used by another person without additional assistance.

    a. Are the objectives logically related and properly stated?

    b. Have all required materials, supplies, and equipment been listed?

    c. Have any special learner needs and characteristics been provided for?

    d. Has the approximate time per activity been estimated? This will be useful for initial use, and should be revised after use, based on actual observed times.

    e. Are all four instructional steps sufficiently detailed so that another person could follow them? Are the steps logical and sequential?

14. Repeat the above procedures for remaining lesson plans. Once completed, you should have a strong unit which develops the concept or skill stated by the general objective.

LESSON PLAN FORM

Goal _____

Lesson Plan # _____ Grade Level _____

LESSON TITLE _____

A. General Objective (unit theme)

B. Specific Objective(s)

C. Instructional Materials, Supplies, and Equipment

D. Unique Learner Needs or Characteristics

LESSON PLAN FORM (cont.)

Periods	Est. Time	
		1. Preparation Step
		2. Presentation Step
		3. Application Step
		4. Evaluation Step

SUGGESTED LESSON PLAN (Developed by Larry J. Bailey)

Goal Becomes Aware of Self Characteristics

Lesson Plan # 1 Grade Level 1

LESSON TITLE Being Alike and Different

A. General Objective (unit theme)

Forms generalizations about self

B. Specific Objective(s)

1.4 Recognizes uniqueness of own self

C. Instructional Materials, Supplies, and Equipment

1. The Joy of Being You, filmstrip/cassette and Teaching Guide (Scholastic-Kindle)
2. Filmstrip projector
3. Twenty-five About Me booklets (Houghton Mifflin #1-40948-1, 214)
4. Shelf paper and felt tip pen (activity 1.1)
5. Weight scale and measuring tape (activity 3.1)
6. Twenty-five 11 x 13 sheets of construction paper, students use own supplies (activity 3.3)
7. Twenty-five 1 1/2 x 11 sheets of paper (activity 4.1)

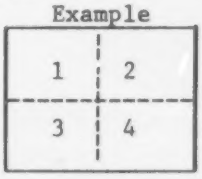
D. Unique Learner Needs or Characteristics

Class is normal in achievement and in physical and psychological characteristics

SUGGESTED LESSON PLAN (cont.)

Periods	Est. Time	
		1. Preparation Step
2	30 min.	1.1 Cut shelf paper to length of each child. Place paper on table or floor and have child lie on it. Trace outline with felt tip marker. Have child draw in features, clothing, etc. Display in classroom.
		or
1	30 min.	1.2 Have students bring snapshots of themselves to display on bulletin board.
		2. Presentation Step
1	15 min.	2.1 (Review Teacher Guide.) View filmstrip.
1	30 min.	2.2 Discuss questions 4, 6, 7, and 10 in Teacher Guide.
		3. Application Step
2	30 min.	3.1 Have children measure and record their height and weight. Chart information on board in graph form. Let children find themselves on the chart. (Be alert that kids on extreme ends of the scale do not develop negative feelings about themselves).
6	20 min.	3.2 Complete workbooks.
1	30 min.	3.3 On large sheets of construction paper, have children print "Things I Like to Do." Have them cut out pictures from magazines or draw pictures of work and play activities they enjoy doing.
		4. Evaluation Step
1	15 min.	4.1 Have children mark or fold paper into fourths. Have them list or illustrate four characteristics that make them unique.

Example



LESSON PLAN FORM

Goal D2. Executes plans to qualify for post-high school career objectives

Lesson Plan # 10 Grade Level 10

LESSON TITLE Owning a Small Business

A. General Objective (unit theme)

2. Explores occupational clusters to validate occupational preferences and to develop new knowledge and skills.

B. Specific Objective(s)

2.6 Shows awareness of the nature of small business ownership.

C. Instructional Materials, Supplies, and Equipment

1. Article on "Working for Yourself: What's It Like," Occupational Outlook Quarterly, 1973, 17(1), 20-30, (20 copies).

2. Activity Sheet "Identifying Work Tasks," (20 copies).

3. Activity sheet "Adantages and Disadvantages," (20 copies).

4. Optional activity sheet "Interview Guide," (20 copies)

5. New Entrepreneur film, (ACI Films, Inc.).

D. Unique Learner Needs or Characteristics

Class is above average in aptitude and ability. Majority seem interested in pursuing post-high school education or training. Several in class have been outspoken about the "system" which they perceive to be anti-individual.

Periods (50 min. periods)	Est. Time	
		1. Preparation Step
	2 min.	1.1 Introduce this lesson by noting that students have been exploring various occupational clusters, but primarily in terms of what an employee does.
	3 min.	1.2 Point out that thousands of people work for themselves (i.e., they own their own business) and in addition may be employers of others. Explain that the purpose of this lesson is to introduce students to what it might be like to own and operate a small business.
		2. Presentation Step
	8 min.	2.1 Place on the board the word en-tre-pre-neur and ask if anyone knows what it means. Explain that entrepreneur is a French work referring to "a person who organizes and manages a business undertaking." Ask students to identify various types of entrepreneurs.
1	2 min.	2.2 Provide additional orientation to the topic by explaining that the term "small business" means many different things - espciallly for government purposes. The way in which small business will be used in the lesson is to refer to companies which are owned and operated by only one to five people.
	15 min.	2.3 Pass out the short article "Working for Yourself: What's It like," and have students read it. Explain that the article is a case study of a day in the life of a small business owner.
	20 min.	2.4 After everyone has read the article discuss the following questions: a. Independence is often given as a major reason for owning a business. Is the small business owner really independent? (Consider how many persons the business owner depends on and how many persons depend on him or her.) b. Given the same type of job, would you rather work for someone else for 40 hours a week at $200, or work for yourself for 50-60 hours at $200? Why or why not? c. What type of person do you think would make a good entrepreneur?

Periods	Est. Time	
2	50 min.	2.5 View the film "New Entrepreneur." Discuss how Denise Cobb (in the film) and Len Kirsten are alike. Do you think there are any differences in small business opportunities for males and females?
3	25 min.	3. Application Step 3.1 To illustrate the many types of roles in which an entrepreneur engages, have students complete the activity sheet entitled "Identifying Work Tasks." Discuss the results and summarize findings on the board.
	25 min.	3.2 To illustrate that small business ownership involves both advantages and disadvantages, have students complete the activity sheet entitled "Advantages and Disadvantages." Discuss with the class. Keep in mind, however, that advantages and disadvantages are relative terms depending upon each person's perspective.
		3.3 (optional) If students seem to be particularly interested in this lesson, use the activity sheet entitled "Interview Guide" and have them complete it outside of class. Later, have students compare and discuss their findings.
4	50 min.	4. Evaluation Step 4.1 Since this lesson is primarily motivational and informational, no separate evaluation is conducted. 4.2 By way of concluding this lesson, invite a representative of the Small Business Administration to come to class and discuss the services and publications of SBA. Encourage interested students to write for free SBA information and literature.

ACTIVITY SHEET LESSON D2-10

IDENTIFYING WORK TASKS

Instructions: In his role as a small business owner, Len Kirsten performs many different work tasks. In a large organization, such work tasks would probably be performed by a single person. Following is an example of what is meant. Add as many job tasks and job titles to this list as you can think of.

	Job Task	Job Title
1.	Supervises employees	Sales Manager
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

(Use additional pages if needed)

ACTIVITY SHEET LESSON D2-10

ADVANTAGES AND DISADVANTAGES

Instructions: In the space below, list as many advantages and disadvantages as you can of being a small business owner.

	Advantages	Disadvantages
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

In your opinion, do the advantages outweigh the disadvantages? Record your answer below.

ACTIVITY SHEET LESSON D2-10

INTERVIEW GUIDE

Instructions: Select a small business owner in your community. Interview him/her to gain a better idea of the working conditions of small business owners. Use the following questions as a guide in your interview.

1. Name of business _____

2. What goods are sold, or what services are provided? _____

_____

3. How many full-time people are employed? _____ Part-time employees? _____

Are there any other people who are employed on an occasional basis (attorney, bookkeeper)? _____

_____

4. What are the six most important job tasks that you perform?

_____ _____

_____ _____

_____ _____

5. What type of educational background did you have before you started this business? _____

_____

6. What type of work experience background did you have before you started this business? _____

_____

7. Which was more valuable, the educational experience or the work experience?

_____ Why? _____

_____

8. Have you taken any additional educational courses or training since opening the business? _____ If so, what kind? _____

_____

9. How many hours do you work each week? _____ How much vacation time do you have each year? _____

10. What three things do you like most about your business?

_____

_____

_____

11. What three things do you like the least?

_____

_____

_____

12. If you had to do it over again, would you do the same thing? _____

_____

_____

13. Use the additional space below for your own questions and comments.

LESSON PLAN FORM

Goal C1. Clarifies Occupational Self Concept

Lesson Plan # 1 Grade Level 8

LESSON TITLE SDS Assessment

A. General Objective (unit theme)

3. Formulates tentative career hypotheses

B. Specific Objective(s)

3.1 Completes SDS assessment booklet

C. Instructional Materials, Supplies, and Equipment

1. The Self Directed Search, Form E (one copy per student).
2. "Professional Manual and "Counselor's Guide" for instructor use.
3. (Note: Students should use pencils to facilitate making corrections.)

D. Unique Learner Needs or Characteristics

Three classes will complete this unit with a total enrollment of 58 (22-19-17). Males and females are approximately equally represented. All students are at least average in scholastic aptitude. However, about half of them are weak in verbal and writing skills.

All students have previously been introduced to the 15 occupational cluster areas. All students have used the Occupational Outlook Handbook at least once, but none extensively.

LESSON PLAN FORM (cont.)

Periods (40 min. periods)	Est. Time	
		1. Preparation Step
		1.1 (Review "Professional Manual" and "A Counsleor's Guide)
	5 min.	1.2 Introduce this lesson by explaining to students that they are going to complete a short booklet which is designed to help them collect information which they can use in making future career plans. Emphasize that the activity is not a test and they will not be graded.
	5 min.	1.3 Review the need to make a choice of a high school curriculum and the importance of formulating tentative educational and occupational goals.
	10 min.	1.4 Review the meaning of "interests" and "abilities." Point out that the booklet will assess their interests and abilities in addition to their preferences for different occupations.
		2. Presentation Step
	5 min.	2.1 Pass out copies of the SDS booklet and have students record name on front.
		*2.2 Ask class to follow your instructions as each section of the booklet is completed. Direct students to proceed in the follwoing manner:
	15 min.	a. Page 3, list the five jobs which you might like to do.
	10 min.	b. Pages 4 and 5, indicate your preferences for six kinds of activities.
	10 min.	c. Pages 6 and 7, record your competency in six areas.
2	10 min.	d. Pages 8 and 9, indicate your preferences for six kinds of occupations.
	10 min.	e. Page 10, estimate your abilities for six areas.
	5 min.	f. Pages 4-9, go back and total your scores for each page.
	15 min.	g. Pages 11 and 12, complete graphs according to instructions.
	15 min.	h. Page 13, calculate summary score.
		i. Page 13, record two-digit summary code.
	5 min.	j. Have students recheck their arithmetic. (Note: Instructor should be familiar with how to deal with tied scores.)

Periods	Est. Time	
		3. Application Step
		3.1 Now that the mechanical part of the recording information and calculating ratings is completed, it is a good idea to pause and query students about what has been accomplished.
	10 min.	3.2 Call on individual students to explain how each of the four summary ratings at the top of page 13 was obtained. (Caution students not to be concerned yet about the meaning of the six alphabet letters.)
	10 min.	3.3 Not that the ratings at the top of page 13 includes a self rating of abilities, and responses to questions related to likes, competencies, and jobs. Ask students to explain why they think four types of assessments were made rather than only one.
	10 min.	3.4 Ask students which types of data they think are more reliable: (a) verbal responses, or (b) written responses to specific categories of questions. Relate responses to what SDS seeks to accomplish.
	10 min.	3.5 Clarify any questions or concerns students may have about the SDS thus far.
		4. Evaluation Step
		*4.1 Because of the potential to make procedural or arithmetic errors, this activity should be closely monitored. Circulate among the class as individual parts of the booklet are completed.
		4.2 Collect booklets at this point. Quickly peruse all booklets to identify individuals who may have had difficulty.
	variable	4.3 Provide individual tutoring as required.

LESSON PLAN FORM

Goal C1. Clarifies Occupational Self Concept

Lesson Plan # 2 Grade Level 8

LESSON TITLE The Meaning of Summary Codes

A. General Objective (unit theme)

3. Formulates tentative career hypotheses

B. Specific Objective(s)

3.2 Interprets meaning of SDS summary code

3.3 Identifies ten occupations related to summary code

C. Instructional Materials, Supplies, and Equipment

1. Completed SDS booklets.

2. The Jobs Finder, Form E (one copy per student).

3. "Professional Manual" and "Counselor's Guide."

4. Optional teacher-developed activity sheets re steps 2.3 and 4.2.

D. Unique Learner Needs or Characteristics

Three classes will complete this unit with a total enrollment of 58 (22-19-17). Males and females are approximately equally represented. All students are at least average in scholastic aptitude. However, about half of them are weak in verbal and writing skills.

All students have previously been introduced to the 15 occupational cluster areas. All students have used the Occupational Outlook Handbook at least once, but none extensively.

LESSON PLAN FORM (cont.)

Periods	Est. Time	
		1. Preparation Step
	3 min.	1.1 Begin by recalling that in the previous lesson students completed a series of exercises in the SDS booklet which culminated on page 13 with a two-letter code which symbolized their ability ratings and their responses in relation to likes, competencies, and jobs.
	2 min.	1.2 Explain that the present lesson will deal with interpreting the meaning of the summary code and with using the summary code as an aid to identifying preferred occupations.
		2. Presentation Step
	1 min.	2.1 Pass out SDS booklets which were collected after previous lesson and ask students to turn to page 14.
1	3 min.	2.2 Have students record their two-letter summary code from page 13 at the top of page 14.
	1 min.	2.3 Now, pass out The Jobs Finder and refer students to the top of page 2.
	20 min.	2.4 Write on the board (or prepare a handout sheet), and explain the meaning of the SDS groupings: Realistic (R) Investigative (I) Artistic (A) Social (S) Enterprising (E) Conventional (C)
	10 min.	2.4 Explain the meaning of students' two-letter summary code by relating them to the six SDS categories. Use two or three examples for illustration.
	20 min.	2.5 Next, using their "jobs finder," have students complete part 1 on page 14 by identifying and recording five occupations related to their summary code.
2	20 min.	2.6 Repeat above procedure for part 2 on page 14. (Note: Instructor should review last paragraph on page 8 of the "Counselor's Guide" re steps 2.5 and 2.6)

Periods	Est. Time	
		3. Application Step
		3.1 The SDS approach to educational and occupational planning is based on the assumption that both individual personalities and individual occupations can be classified with respect to six groupings: R-I-A-S-E-C. It is important here to apply students' understanding of the six groupings.
3	10 min.	3.2 Call on individuals to explain in their own words the meaning of each of the six SDS codes.
	15 min.	3.3 Have students interpret the meaning of their own two-letter summary code.
	15 min.	3.4 Finally, ask students to evaluate the extent to which their summary code describes their personality. Students should be encouraged to recall the findings from previous self-appraisal instruments and activities. The instructor could also select several individuals in the class to orally explain their summary code and ask the class if they think the summary description is a good characterization of their peer's personality type.
		4. Evaluation Step
	5 min.	4.1 Have students recheck parts 1 and 2 on page 14 to make sure the occupations they have listed are related to their two-letter summary code.
4	20 min.	4.2 Place on the board (or duplicate on activity sheet) which contains 5 two-letter codes and 5 occupations, e.g.,

Summary Codes		Occupations	
RS	_____	Mechanical Engineer	_____
IR	_____	Interior Decorator	_____
EC	_____	Dental Assistant	_____
CI	_____	Gas Station Manager	_____
SR	_____	History Teacher	_____

Ask students to identify related occupations (column 1) and summary codes (column 2) respectively using the "jobs finder."

LESSON PLAN FORM (cont.)

Periods	Est. Time	
	15 min.	4.3 Call to the students' attention the fact that some two-letter codes in the "jobs finder" (e.g., RA, IC, EA) have only a few occupations listed. Ask them to speculate why this is so.
	variable	4.4 All students should have mastered understanding of the summary codes and use of the "jobs finder" before moving on to the next lesson. Provide tutorial assistance to any individual who may require it.

LESSON PLAN FORM

Goal C1. Clarifies Occupational Self Concept

Lesson Plan # 3 Grade Level 8

LESSON TITLE Comparing Preferences and Daydreams

A. General Objective (unit theme)

3. Formulates tentative career hypotheses

B. Specific Objective(s)

3.4 Compares summary code occupations to "occupational daydreams."

3.5 Given outcome of previous objective, prepares revised list of occupational preferences

C. Instructional Materials, Supplies, and Equipment

1. Completed SDS booklets and "jobs finder."

2. "Professional Manual" and Counselor's Guide."

3. Optional teacher-developed activity sheets re steps 2.3 and 4.2.

D. Unique Learner Needs or Characteristics

Three classes will complete this unit with a total enrollment of 58 (22-17-19). Males and females are approximately equally represented. All students are at least average in scholastic aptitude. However, about half of them are weak in verbal and writing skills.

All students have previously been introduced to the 15 occupational cluster areas. All students have used the Occupational Outlook Handbook at least once, but none extensivley.

LESSON PLAN FORM (cont.)

Periods	Est. Time	
		1. Preparation Step
	3 min.	1.1 Begin by recalling that in the previous lesson students used their two-letter summary codes to identify ten occupations which are assumed to be related to their "personality."
	2 min.	1.2 Explain that in the present lesson they will compare the ten occupations they identified on page 14 of the SDS with the 5 occupations they listed prior to completing the SDS self appraisal. Next, they will prepare a revised list of 5 occupations which they will investigate in depth.
		2. Presentation Step
	10 min.	2.1 Have students turn to page 3 of the SDS booklet and remind them that the five occupations listed were the ones they identified prior to using the SDS. Using their "jobs finder" have them write in the margin of page 3 the summary codes for the five occupations listed.
1	15 min.	*2.2 Next, students should compare the two sets of occupational preferences, i.e., "before" (p. 3) and "after" (p. 14). Most students will find general agreement between their earlier aspirations and the SDS summary occupations. Sufficient class time and tutorial assistance should be provided at this step to assure that students understand the meaning of the comparisons they have made here.
	10 min.	2.3 Based on the outcome of the previous step, each student will prepare a revised list of five occupations which result from the SDS appraisal and from comparison and evaluation of aspirations made prior to using the SDS.
		2.4 The student has now "clarified his or her occupational self concept." The SDS booklets should be filed by the teacher or counselor for possible later use. Each student should record for use in the next lesson the five occupations which summarize their current occupational preferences.
		3. Application Step
	40 min.	3.1 Students should clearly understand the difference between how they arrived at their listing of occupations on p. 3 and p. 14. The following questions should be asked to stimulate discussion:

Periods	Est. Time	
		(a) What was the basis for your deciding on your earlier "occupational daydreams" (p. 3)? (b) To what extent were your earlier aspirations based on self knowledge and occupational information? (c) Was it difficult to think of five occupations to list on page 3? (d) Did you have any difficulty identifying related occupations in the "jobs finder" after you knew your summary code? (e) How compatible are your "occupational daydreams" and your SDS summary code occcupations? (f) What is your opinion of the SDS booklet and procedures? Was it worthwhile? Did you learn anything? Do you think you will be better equipped to make future decisions as a result of the SDS activity?
		4. Evaluation Step
	variable	4.1 Some students may find that their "occupational daydreams" and their summary code occupations are completely dissimilar. Such students should be provided with individual assistance in completing steps 2.2 and 2.3. (Note: The instructor might find it helpful to review pp. 7-8 of the "professional manual" at this point.)
	(optional 15 min.)	4.2 On page 7 of the "professional manual" a rating form is illustrated which allows students to rate the degree of agreement between their "occupational daydreams" and their summary code occupations. An adaption of this rating scale could be prepared by the teacher for students to use. This is an optional activity which is probably unsuited for less mature students or ones who by visual inspection appear to have little agreement between preferences and "daydreams."

LESSON PLAN FORM

Goal C1. Clarifies Occupational Self Concept

Lesson Plan # 4 Grade Level 8

LESSON TITLE Researching Occupational Preferences

A. General Objective (unit theme)

3. Formulates tentative career hypotheses

B. Specific Objective(s)

3.5 Collects information about occupational preferences

C. Instructional Materials, Supplies, and Equipment

1. Students' lists of occupational preferences.
2. Occupational Outlook Handbook, most recent edition.
3. Optional teacher-developed activity sheets re steps 2.1 and 2.3.

D. Unique Learner Needs or Characteristics

Three classes will complete this unit with a total enrollment of 58 (22-19-17). Males and females are approximately equally represented. All students are at least average in scholastic aptitude. However, about half of them are weak in verbal and writing skills.

All students have previously been introduced to the 15 occupational cluster areas. All students have used the Occupational Outlook Handbook at least once, but none extensively.

Periods	Est. Time	
		1. Preparation Step
	3 min.	1.1 Begin by recalling that the previous lesson culminated in students' having prepared a revised list of five occupations for which they have established a tentative preference.
	2 min.	1.2 Explain that in the present lesson students will research these occupations and collect data which can be sued to develop more accurate career goals.
		2. Presentation Step
	(each student requires about 2 hours.)	(Note: The following activities can be done individually or with a group. A wide variety of occupational resources can be utilized. This lesson plan was developed with the intention that students would collect the required information during their non-class periods. The Occupational Outlook Handbook will be used as the prime reference material. Students have previously been instructed in the use of the OOH.)
1	35 min.	2.1 Instruct students that over the next two weeks they are to collect information about each of the five occupations they have identified. The following information should be collected about each occupation (a suitable date collection form can be easily designed and duplicated for student use): a. A short summary in students' own words about the "Nature of the Work" involved in that occupation. b. In what type of establishments do such people work (e.g., factories, hospitals, offices, banks)? c. Is the occupation primarily related to one cluster (e.g., construction, health) or is the occupation found in many or all clusters? d. What type of education or training do people in that occupation need? e. Is the occupation likely to grow or decline in the years ahead?
		2.2 After students collect the required information they can be re-assembled for group instruction.
		3. Application Step
	10 min.	3.1 Now, have students peruse the information they have collected and consider the following questions:

Periods	Est. Time	
		a. Is the "Nature of the Work" the same as you thought before? Are any of the work tasks involved similar for all five occupations? b. Are the five occupations similar or dissimilar in terms of where people work? c. What clusters are represented by the five occupations? d. How compatible are the five occupations in terms of required education or training? e. Are the occupations you studied ones which are going to grow or decline in the years ahead?
2	30 min.	3.2 The previous questions are of the type which should help students to critically evaluate and interpret the data they have collected. These questions can be discussed in a large group, among a small group of peers, or individually between student and instructor.
3	40 min.	3.3 The final part of this step will be for students to synthesize their information in light of the above questions. Ask students to organize their responses to each of the following questions. a. The five occupations I have studied are <u>similar</u> in the following ways _____. b. The five occupations I have studied are <u>dissimilar</u> in the following ways _____. This sheet should be attached with other information from this lesson and collected by the instructor.
		4. <u>Evaluation Step</u> 4.1 It is recommended that the instructor peruse students' responses to the prior question and be prepared to provide feedback to them. It is unlikely that students at this age will be able to identify all of the similarities and differences which probably exist with respect to the five occupations they have studied. Nor, in all likelihood, will students fully comprehend the meanings of such similarities and differences. 4.2 The instructor should select 2 or 3 student papers or develop case studies which illustrate several different patterns of findings. For example:

Periods	Est. Time	
		a. Student X has discovered that all of his or her occupations are related to the health cluster and require a college degree. b. Student Y has selected all occupations where people work in offices. Such office occupations however are found in a number of different cluster areas. c. Student Z doesn't seem to have established any real patterns in terms of educational level, types of cluster, and the like. This suggests that he or she will probably want to do a great deal more exploration.
	40 min.	4.3 Discuss these case studies or examples with students to illustrate the possible meanings of the data students have collected. Such discussions shall be intended to reinforce those students who are growing in self knowledge and who are demonstrating consistency in identifying occupational preferences. Similarly, students who exhibit a greater divergence in preferences or who illustrate confusion should be reassured through appropriate counseling and/or tutoring.

LESSON PLAN FORM

Goal C1. Clarifies Occupational Self Concept

Lesson Plan # 5 Grade Level 8

LESSON TITLE Planning for Career Exploration

A. General Objective (unit theme)

3. Formulates tentative career hypotheses.

B. Specific Objective(s)

3.7 Prepares tentative career plan for occupational and educational exploration.

C. Instructional Materials, Supplies, and Equipment

1. Students' revised list of occupational preferences.

2. Optional teacher-developed activity sheets re step 2.1.

D. Unique Learner Needs or Characteristics

Three classes will complete this unit with a total enrollment of 58 (22-19-17). Males and females are approximately equally represented. All students are at least average in scholastic aptitude. However, about half of them are weak in verbal and writing skills.

All students have previously been introduced to the 15 occupational cluster areas. All students have used the Occupational Outlook Handbook at least once, but none extensively.

Periods	Est. Time	
		1. Preparation Step
	2 min.	1.1 Begin by recalling that in the previous lesson students collected specific types of information about their occupational preferences. Based on such information, it is likely that further clarification may have taken place. For example, a student may have learned that one of his or her prior aspirations requires working in a setting much different than originally thought.
	3 min.	1.2 Explain to students that their orientation to occupations and appraisal of self up to this point in their career has been primarily verbal and mental. That is, they essentially have only read about, thought about, and talked about their aspirations and preferences.
	5 min.	1.3 Point out that the purpose of the following lesson is to have them develop a plan of action for testing and trying out their occupational preferences. The so-called "career plan," which is the outcome of this lesson, need not be thought of as anything rigid or formal. Rather the purpose is simply for students to identify education and work activities which have the potential to afford opportunities for trying out and testing occupational preferences.
1		
		2. Presentation Step
		2.1 Using a teacher-prepared activity sheet, or one that students develop themselves, ask students to identify the various ways they can test their occupational preferences with respect to the following categories:
	(complete as homework)	a. High school coursework. Identify how required academic courses may relate to occupational preferences. If career education courses are offered, what particular clusters are available for exploring? What elective courses might contribute to the testing of preferences? b. Extra curricular activities. What clubs and related organizations are available? Possible responses might include Journalism Clubs, Vocational Youth Groups (DECA, VICA, FFA, etc.), Future Teachers, etc.

Periods	Est. Time	
		c. Non-school groups and organizations. Many civic and business groups sponsor organizations which relate to career exploration. For example the Explorer Scout Program, Junior Achievement, and church-sponsored career education activities. d. Work experience. Both paid and unpaid work experiences are obviously one of the most realistic ways to test occupational interests, abilities and values. 2.2 When all students have identified several examples related to the above four categories this step should be concluded.
	optional	2.3 Depending on available time and the extent of personnel resources in the community, a wide variety of individuals can be invited into the classroom to assist in the identification and discussion of opportunities for career exploration. Similarly, students could be expected to do a great deal on their own in researching and interviewing toward achieving the objective of this lesson.
2		3. Application Step
	10 min.	3.1 An important outcome associated with this lesson should be the realization that trial and testing is to be preferred over less active approaches in formulating educational and occupational preferences. The instructor might illustrate the difference among a passive role (reading or thinking about), a simulated role (say a classroom-operated selling enterprise), and an experiential role (delivering newspapers and going door-to door making collections).
	20 min.	3.2 Call on students to provide examples related to each of these roles: passive, simulated, and experiential.
	10 min.	3.3 Students, of course, should be made aware that because of their age and because of education and training requirements of many occupations they may be unable to truly experience some occupations. For example, being a "Candy Striper" in a hospital is not the same as being an RN in charge of a surgical unit. On the other hand, "Working as a Candy Striper" and being able to experience the environment in a hospital is infinitely more realistic than reading a book about nurses.

Periods	Est. Time

4. Evaluation Step

4.1 Feedback for this lesson should consist of the student sharing and discussing his or her career objectives with parents and/or other adults (some of whom should be individuals working at the student's preferred occupation). Such consultation and advice from adults should help to provide additional assistance to the student in identifying objectives for career exploration.

4.2 Students' career plans should be collected and fixed with other materials from this unit for later use in actually planning and enrolling in a high school curriculum.

APPENDIX B

REPRESENTATIVE LESSON PLANS DEVELOPED BY FIELD-TEST TEACHERS

1. Lesson plans developed by teachers in association with the Rural Illinois Career Education Demonstration Center in Tamms, Illinois (pages B-2 to B-15)

2. Lesson plans developed by a teachers' committee of the Northwest Suburban Special Education Organization (NSSEO) in association with the Career Education Service Center in Arlington Heights, Illinois (pages B-17 to B-31)

1. SOME LESSON PLANS DEVELOPED BY TEACHERS AT THE SOUTHERN RURAL SITE

(As part of a USOE-funded career education model demonstration project, the Illinois Office of Education is developing a center designed to serve a rural population and its children at Tamms in the southernmost section of the state.)

The lesson plans included here were developed by the following teachers:

Mary Clifford Third Grade Teacher	Emerson Elementary School District #1	Cairo
Susan Loenneke Fourth Grade Teacher	Egyptian Elementary School District #5	Tamms
Pam Martin Third Grade Teacher	Egyptian Elementary School District #5	Tamms
Linda Miller Third Grade Teacher	Emerson Elementary School District #1	Cairo
Marilyn Retherford Kindergarten Teacher	Egyptian Elementary School District #5	Tamms

Consultants

Sharon Boyd Supervisor of Hearing Impaired	School for the Hearing Impaired	Marion
Mary Hale Teacher/Coordinator for Physically Handicapped	Williamson County Special Education Program	Marion
Kenneth House Coordinator	Project C.O.R.C. (Career Occupational Resource Center)	Mounds

Goal Becomes Aware of Self Characteristics

Lesson Plan # 1 Grade Level K

LESSON TITLE Who Am I?

A. General Objective (unit theme)

1. Forms generalizations about self.

B. Specific Objective(s)

1.1 Provides examples to illustrate what is meant by "characteristics."
1.2 Summarizes ways in which an individual may be described, e.g., emotions, actions, personal information, physical appearance.

C. Instructional Materials, Supplies, and Equipment

1. Early Childhood Body and Self-Awareness Big Box (Developmental Learning Materials). Use the following: Life-size body puzzles, Multi-Ethnic children puzzles, "The Many Faces of Children" - posters, teacher activity cards, spirit master, action symbols, puzzle trays.

2. Who Are You? 6 filmstrips (Troll Associates).

3. "Rub Your Tummy" from Sesame Street.

D. Unique Learner Needs or Characteristics

This child has a moderate visual impairment, is very slow and unsure of his work, must wear thick lens glasses at all times, is poorly developed in coordination, must use the sense of touch for majority of learning experiences, and has been placed in a normal kindergarten classroom.

Periods	Est Time	
		1. Preparation Step
6	30 min.	1.1 Show first filmstrip, "Who Am I Anyway?" from the series "Who Are You?" The five other filmstrips should be shown at appropriate times. Discuss the character in the filmstrip.
		1.2 Body Awareness Activity Card (Section B, card 18). Teacher calls out parts of the body and lets child find them on himself/herself.
		1.3 Display posters, "The Many Faces of Children," around the room.
		2. Presentation Step
5	30 min.	2.1 Role playing in relation to the five filmstrips from "Who Are You?" series. (Should include situations involving parents, brothers and sisters, school friends, other friends, grown-ups such as bus driver, teacher, salesperson, principal. (Do not include the first filmstrip.)
		3. Application Step
2	20 min.	3.1 Activity card C-80. Have child choose a puzzle to assemble from eight multi-ethnic children puzzles. (Name each part as he/she assembles it. Let the children work in pairs.)
1	15 min.	3.2 Play the record, "Rub Your Tummy," from Sesame Street. (Repeat)
3	10 min.	3.3 Activity cards 3-67. Teacher holds up large cards asking the child to name each body part and action. (Let the visually impaired sit up close.)
4	20 min.	3.4 Activity card D-136. Have children use puppets to present stories depicting the emotions in the posters displayed around the room.
		4. Evaluation Step
1	30 min.	4.1 Have children put together life-size puzzles of children. Put them together twice, once starting from the head, and then from the feet. (This way each child will get a turn.)
6	10 min.	4.2 Fill in missing body parts of Body Concept Spirit Masters I and II (put in booklet form). This should be done after each filmstrip and activity.

Goal Becomes Aware of Self Characteristics

Lesson Plan # 2 Grade Level K

LESSON TITLE Me - How I Look to Myself and to Others

A. General Objective (unit theme)

1. Forms generalizations about self.

B. Specific Objective(s)

1.3 Identifies own self's characteristics and attributes.
1.4 Recognizes uniqueness of own self.
1.5 Differentiates self from others.

C. Instructional Materials, Supplies, and Equipment

1. Magnifying mirror.
2. Study Prints - (Colors of Man Kit) - book.
3. Picture of each child (camera).
4. Construction paper.
5. Large paper doll with blank face and stick-on features (Peabody-Pre-Level).
6. Spirit Masters (Colors of Man Kit).

D. Unique Learner Needs or Characteristics

This child has a moderate visual impairment, is very slow and unsure, must wear thick lens glasses at all times, is poorly developed in coordination, must use the sense of touch, and has been placed in a normal kindergarten classroom.

Periods	Est. Time	
		1. Preparation Step
2	30 min.	1.1 Have children bring recent photographs of themselves or take them with a polaroid camera.
1	30 min.	1.2 Help children display them on bulletin board.
		2. Presentation Step
1	10 min.	2.1 Read book "Colors of Man."
1	10 min.	2.2 Discuss questions found in teacher's guide. Adapt questions to include facial features and their placement.
1	20 min.	2.3 Study prints. Discuss each one as to how they are different and similar.
1	30 min.	2.4 Have two children come to front of the room and discuss their facial characteristics (start with 2 children who are very similar, continue using children who are more and more different.)
		3. Application Step
1	30 min.	3.1 Use magnifying mirror and have child describe own features.
1	20 min.	3.2 Have visually impaired child feel his/her face and features and then feel the faces and features of other children and describe.
2	30 min.	3.3 Use paper doll with stick-on facial features. (Give each child a chance to place features or remove. May want to do this at two different times.)
		4. Evaluation Step
1	15 min.	4.1 Talk about their pictures and look for differences.
1	15 min.	4.2 Draw their own facial features on construction paper.
1	30 min.	4.3 Have children take turns coming to the bulletin board and picking out a photograph of a child the teacher names.

Goal Becomes Aware of Self Characteristics

Lesson Plan # 3 Grade Level K

LESSON TITLE My Interests

A. General Objective (unit theme)

2. Understands the concept of interests.

B. Specific Objective(s)

2.1 Explains what is meant by an "interest."
2.2 Describes how people become interested in an activity.
2.3 Identifies own interests.

C. Instrucitonal Materials, Supplies, and Equipment

1. Hannibal Series (Filmstrips) - "Hannibal Myself."
2. My Book About Me - Dr. Seuss.
3. Crayons, paper bags, construction paper, glue, scissors, yarn, cotton, scraps of material, magazines, white 17" x 24" sheets.

D. Unique Learner Needs or Characteristics

This child has a moderate physical handicap, is average in ability, is crippled and uses crutches, has complete use of the hands, and has been placed in a normal kindergarten classroom.

Periods	Est. Time	
		1. Preparation Step
1	20 min.	1.1 Give each child a 17" x 24" sheet of white paper. Let the children draw things they like to do most.
		2. Presentation Step
2	30 min.	2.1 Ask each child to make a puppet of himself/herself.
4	30 min.	2.2 Give children an opportunity, using puppets, to describe how they became interested in the activities shown in the pictures they drew.
1	30 min.	2.3 Show "Hannibal Myself" from Hannibal Series - discuss why interests change as we learn about ourselves.
		3. Application Step
1	30 min.	3.1 Cut out pictures from magazines of things they like to do.
4	20 min.	3.2 Help children make bulletin boards from pictures cut out of magazines.
		4. Evaluation Step
3	15 min.	4.1 Read My Book About Me by Dr. Seuss.
4	10 min.	4.2 Let each child complete selected pages from My Book About Me and make his/her own booklet with cover.

Goal Becomes Aware of Different Types of Work Roles (A-2)

Lesson Plan # 1 Grade Level 3

LESSON TITLE Working and Playing

A. General Objective (unit theme)

1. Examines different types of human activities.

B. Specific Objective(s)

1.1 Formulates a broad general definition for what is "work."
1.2 Explains what is meant by "leisure."
1.3 Recognizes commonalities of work and leisure.

C. Instructional Materials, Supplies, and Equipment - Filmstrips and Cassettes

1. Where Will I Fit In? Teaching Resources Films.
2. Explore, Unit 1 - Work? Play? Scholastic Book Services.
3. Family at Work & Play, Studyprints, S.V.E.
4. Recipe, ingredients, kitchen utensils, & facilities (Activity 1.1).
5. Filmstrip projector, cassette recorder.
6. Magazines, scissors, construction paper.

D. Unique Learner Needs or Characteristics

Class is a normal third grade with slow to average ability. Within the class is a student who has a mild hearing loss and wears a hearing aid. Student should always be seated near the teacher so as to be able to read lips as well as hear. Prior to any activity in this lesson, vocabulary must be pre-taught in order for student to fully understand. Also includes reading wherever possible so student will improve language arts skills.

Periods	Est. Time	
		1. Preparation Step
1	30 min.	1.1 Bake a Pie! - assign students all jobs, making each job a special activity.
1	30 min.	1.2 Eat the Pie! While eating discuss the fun students had. Would they like to do it all day? Introduce concept of what is fun for one is work for another.
		2. Presentation Step
1	20 min.	2.1 View filmstrip 1, "What Is Work?" Elicit definition of work.
1	20 min.	2.2 View filmstrip 1, "Work? Play?" Discuss. Elicit definition of leisure/play.
1	20 min.	2.3 View filmstrip 2, "Handling Hobbies." Discuss how hobby (leisure activity) can relate to work activity.
1	20 min.	2.4 View Studyprints. Discuss and classify categories of work and play.
		3. Application Step
1	45 min.	3.1 Bulletin Board - students cut out pictures from magazines depicting various activities. Sort into work and leisure categories for display on board. Write a description of each picture also.
ongoing		3.2 Establish work and leisure centers in front of board with books, magazines, and materials about the two activities where students can go to learn about them.
3	30 min.	3.3 Divide class into three groups (1) to make booklet about work. (2) to make booklet about leisure. (3) to make booklet about activities that involve elements of both. Students are encouraged to use their own drawings and stories as well as magazine pictures. Use for display on bulletin board.
		4. Evaluation Step
1	20 min.	4.1 When shown pictures depicting various activities, students will be able to give a written response as to which is work and which is play.
1	30 min.	4.2 Teacher-made ditto master. Have one column with job title, another with names of hobbies. Have students match a particular job to the hobby with which it is most closely related.

Goal Becomes Aware of Different Types of Work Roles (A-2)

Lesson Plan # 2 Grade Level 3

LESSON TITLE Different Work Activities

A. General Objective (unit theme)

2. Differentiates types of work activities.

B. Specific Objective(s)

2.1 Defines the term "occupation."
2.2 Describes how an occupation differs from other types of work activity.
2.3 Distinguishes among occupations, household chores, volunteer work, and leisure activity.
2.4 Associates different types of work and leisure activities with various family members.

C. Instructional Materials, Supplies, and Equipment

1. Teacher-made questionnaire (see attached sheet).
2. Chalkboard space and chalk.
3. Explore, Unit 1 #3 "Stepping Stones," filmstrip/cassette, (Scholastic Book Services).
4. Filmstrip projector, tape recorder.
5. Children's Dictionary of Occupations, (Career Futures, Inc.).
6. Career Flash Cards, (Career Futures, Inc.)
7. Teacher-made questions for "What's My Line?" (see attached sheet)
8. Butcher paper.
9. Crayons, tape.

D. Unique Learner Needs or Characteristics

Class is a normal third grade with average ability. Within the class is a student who is confined to a wheelchair, has use of the hands, and has average intelligence. The only restrictions will be physical, therefore all tables, desks, work areas must be made to fit the student's wheelchair.

Periods	Est. Time	
		1. Preparation Step
		1.1 Instruct each student to ask parents to fill out teacher-made questionnaire. Parents can fill in their duties under each of the four categories. Students will use this information in follow-up discussion 1.2 (See attached sheet.)
1	30 min.	1.2 Discuss questionnaire 1.1. Make up language experience chart on blackboard. Draw from this activity a definition and differentiation of occupation, volunteer work, household chores, and leisure activity.
		2. Presentation Step
1	30 min.	2.1 View filmstrip, "Stepping Stones." Discuss using guide.
1	15 min.	2.2 Introduce Dictionary of Occupations. Go through briefly and discuss the purpose of the book. Leave in classroom throughout lesson for reference.
1	30 min.	2.3 Present occupation flash cards. As students decipher each card, let them refer to dictionary to define what the occupation involves and decide what makes the occupation different from the other three categories.
		3. Application Step
2	30 min.	3.1 Play "What's My Line?" Have each child role-play his/her parent's occupation, letting others guess. Panel, emcees, contestants can be rotated so everyone will have a turn. Have list of questions prepared. (See attached sheet.)
		4. Evaluation Step
1	30 min.	4.1 Tape mural size butcher paper to wall. Break students into four groups, each group assigned to depict examples of one of the four types of work activity.

Name_____

INTERVIEW SHEET

Dear Parents,

We are studying about different types of work and leisure activities.

Would you please fill in some of the activities you are involved in each day.

Occupation	Household Chores
1.	1. 2. 3. 4. 5.
Volunteer Work	**Leisure Activity**

SAMPLE "WHAT'S MY LINE?" QUESTIONS

1. Is what you do done inside or outside?
2. Are you paid for what you do?
3. Does it require special clothing or equipment?
4. Do you do this every day?
5. Could anyone do what you do?
6. Does it involve contact with other people?
7. Did you have to have special training to learn how to do this?
8. Does what you do involve a product or a service?
9. Does it involve speaking?
10. Does it involve working with your hands?

Other questions can evolve from these.

Goal Becomes Aware of Different Types of Work Roles (A-2)

Lesson Plan # 3 Grade Level 3

LESSON TITLE School and Neighborhood Workers

A. General Objective (unit theme)

2. Differentiates types of work activities.

B. Specific Objective(s)

2.5 Observes and talks to various workers in the school and neighborhood to differentiate occupational roles.

C. Instructional Materials, Supplies, and Equipment

1. People at Work, filmstrip/cassette (Educational Development Corporation).
   "Jobs In School."
   "Jobs In Community."
2. Filmstrip projector.
3. Tape recorder.
4. Construction paper, crayons, felt tip pens.
5. Bulletin board space.

D. Unique Learner Needs or Characteristics

Class is a normal third grade with slow to average ability. Within the class is a student who has a mild hearing loss and wears a hearing aid. Student's desk is placed near the front of the room where it is possible to watch as well as hear the teacher.

Activities will be structured so as to maintain a high level of interest. Lessons will be no longer than 30 minutes because hearing impaired children experience fatigue easily from having to watch both their written work and the teacher's lip movements.

Periods	Est. Time	
		1. Preparation Step
2	30 min.	1.1 Take a walk through school and around block observing people at work. Children should be encouraged to ask questions if it will not disturb workers.
2	20 min. immediately following walks	1.2 Discuss trip and list types of jobs observed. Make list of characteristics of the work involved in each job student can recall.
		2. Presentation Step
1	20 min.	2.1 View filmstrip, "Jobs In School." Discuss and make additions to lists from 1.2.
1	20 min.	2.2 View filmstrip, "Jobs In Community." Discuss and make additions to lists from 1.2.
		3. Application Step
1	30 min.	3.1 Transfer information from lists (1.2, 2.1, 2.2) to student-made bulletin board. Have students make pictures of workers and tool representing each worker as background for lists.
3-5	20 min.	3.2 Invite three-five workers into classroom (possibly parents). Have students present bulletin board and ask for more information.
1	15 min.	3.3 Ask students to discuss worker they wish to role-play in simulation activity during next lesson. Make name badge in shape of tool representing chosen worker.
		4. Evaluation Step
1	afternoon	4.1 Have students simulate work experiences in classroom chosen during 3.3 activity. (Janitor cleans floor and empties trash cans; secretary takes messages and staples papers, etc.)
1	30 min.	4.2 From simulations have students consider jobs they would enjoy doing. Change bulletin board (3.1) to show each student as focal point in favorite job costume. In each hand have jobs lists headed "yes" and "no."

2. SOME LESSON PLANS DEVELOPED BY TEACHERS AT THE NORTHERN URBAN SITE

(As part of a USOE-funded career education model demonstration project, the Illinois Office of Education is developing a center designed to serve a metropolitan population and its children in suburban Arlington Heights located northwest of Chicago.)

The lesson plans included here were developed by a Northwest Suburban Special Education Organization (NSSEO) committee whose members are:

Pam Gillet Assistant Director	NSSEO	Palatine
Beverly Koller Primary PH Teacher	Berkley School District #25	Arlington Heights
Camille Kunikowski Intermediate Deaf Teacher	Kensington School District #25	Arlington Heights
Karen Linsey Itinerant Vision Teacher	District #54	Schaumburg
Nancy Murphy Primary Deaf Teacher	Link School District #54	Schaumburg
Eileen O'Brien Intermediate PH Teacher	Einstein School District #54	Schaumburg
Linda Stanish Itinerant Vision Teacher	District #15	Palatine
Jodi Sticken Itinerant Vision Teacher	District #59	Elk Grove Village
Pam Throm Itinerant Vision Teacher	District #25	Arlington Heights

Goal Develops Greater Self Knowledge (B-1)

Lesson Plan # 1 Grade Level Intermediate

LESSON TITLE The Unique Self

A. General Objective (unit theme)

1. Forms generalizations about self.

B. Specific Objective(s)

1.1 Summarizes characteristics which make an individual unique: physical, social, and emotional.
1.2 Recognizes uniqueness of own self.
1.3 Differentiates self from others.

C. Instructional Materials, Supplies, and Equipment

1. Snapshots of individual children (baby & growing up) (3.2).
2. Brown wrapping paper and magic markers (2.2).
3. SRA - Focus on Self Development Series (2.3).
4. Books - (2.3)
   A Book About Me - SRA.
   What About Me? - Pflaum.
   How I Feel - Children's Press.
   Things I Like To Do - Bowmar.
5. Filmstrips - (2.3)
   "Getting to Know Me" - Learning Arts.
   "Growing to Know Me" - Carlton Films.
   "Understanding Yourself" - AV-ED Films.
   "Who Am I?" - Carlton Films.
   "Who Do You Think You Are?" - Guidance Associates.
6. KIT - American Guidance Series - Developing Understanding of Self and Others (2.3).
7. Pictures of people's emotions (taken from magazines and photos) (2.1).
8. Pictures of a variety of situations (jobs, circus, party, funeral, etc.) (2.2).
9. "Feelings" checklist (printed - one for each child -- teacher-made) (3.2).
10. Magazines to cut up (3.3).
11. "Self Analysis Guide" (printed -- teacher-made) (4.1).
12. Paper to make scrapbooks (4.2).
13. One sentence stem for child to write about (one for each child) (4.3).
14. Tape recorder (4.3).

D. Unique Learner Needs or Characteristics

VISUAL IMPAIRMENT

Child may need low vision aids, enlarged type materials, and other means of magnification. Child may need strong auditory reinforcement and front row seating preference for board work and viewing purposes.

PHYSICAL

Periods	Est. Time	
		1. Preparation Step
1	5-10 min.	1. Materials assembled (brown wrapping paper, markers, "Growing Up" snapshots).
1	10 min.	2. Start out discussion by teacher concerning his/her appearance.
		2. Presentation Step
2-3	30 min.	1. Have teacher ask children to close eyes and describe themselves.
2-3	30-40 min.	2. Use buddy system or teacher to assist child in tracing around the child's body to make an outline to be used in a later activity. Put names of children on the back side of drawing.
1 week	depends on length of book & film	3. Use the books mentioned and/or filmstrips for orientation to the learning about oneself.
		3. Application Step
2-3	30-45 min.	1. Teacher-directed discussion concerning applying terms children used describing themselves to others in class, school, or prominent figures.
2-3	30-45 min.	2. Apply descriptive terms to baby and growing up snapshots of each individual child in class.
2-3	30-45 min.	3. At a time following the above activity, children will look at snapshots and discuss individual traits of snapshots.
2-3	30 min.	4. "You've Come a Long Way Baby" contest. Children try to identify classmates with snapshots, verbalizing likenesses and differences between snapshots and present looks of the child.
		4. Evaluation Step
2-3	30-45 min.	1. Use outcome of child drawing. Have a child stand in front of the class for a few minutes. This child then leaves the room and the group begins to remember characteristics of that person. The child describing the characteristic can draw it on the life-size paper model.

SOCIAL - EMOTIONAL

Periods	Est. Time	
		1. Preparation Step
1	20 min.	1. Assemble pictures of facial expressions showing emotions.
1	20 min.	2. Assemble experiences that would elicit special feelings from people (pictures, e.g., funeral, circus, party, work). Make sure to include pictures of various types of jobs and work situations.
1	10-30 min.	3. Prepare and assemble work sheets.
		2. Presentation Step
		1. Discuss emotions shown on faces in pictures.
		2. Discuss emotions that should appropriately be attached to the situations depicted in the pictures selected.
1	10 min.	3. Have students begin a discussion of special feelings they have today.
2-3	10-15 min.	4. Use incomplete sentence stems to elicit feeling words and responses, e.g., "When it rains, I feel _____." "When my brother gets to do things I can't do, I _____." "I am best when _____." "I feel sad when _____."
		3. Application Step
2-3 weeks every day	1-2 min.	1. Set up a daily diary, where each student can write one or two words about his/her feelings.
2-3 weeks every day	1-5 min.	2. Have a chart or work folders on the students' desks. List days of the week; have students make a "face" showing their feelings. If they wish, in their diaries they can explain their feelings in relation to their faces.
2-3	30-45 min.	3. Make a collage. One side of the paper depicting faces showing expressions, the other side matching experiences. Various titles can be labeled, "Good Things," "Jobs I Don't Like."

Periods	Est. Time	4. Evaluation Step
1	10-20 min.	1. Self-Analysis Guide: Yes or No questions _____ I want to be a leader. _____ I help with jobs at home. _____ I like to work outdoors.
2-3 weeks every day	free time each day	2. Develop an ongoing scrap book about self -- likes, dislikes, goals, interests, feelings, etc.
1	30-1 hr.	3. Write a paragraph or tape record a response to the following: When I am told by an adult to do something that I don't want to do, I_____. (Have different sentences for each child. Select an area he/she needs to face and be honest about.)

Goal Develops Greater Self Knowledge

Lesson Plan # 2 Grade Level Intermediate

LESSON TITLE Knowing My Interests

A. General Objective (unit theme)

2. Formulates present self-identity reflecting knowledge of own activities, interests, and values.

B. Specific Objective(s)

2.1 Discusses what is meant by interests.
2.2 Summarizes primary areas of interest.

C. Instructional Materials, Supplies, and Equipment

1. Printed checklists (teacher-made) - "What I Like To Do," "What I Don't Like To Do" (3.4).
2. Time chart (dittoed - teacher-made) - (3.2).
3. Interest Survey (dittoed - teacher-made) - (3.5).
4. Focus on Self-Development Kit (SRA).
5. Materials for activity centers (2.1).
6. Paper for assignments (3.2).
7. Hobbies (students bring in) (4.1).

D. Unique Learner Needs or Characteristics

VISUAL IMPAIRMENT

Child may need enlarged print, low vision aids, and/or other magnification devices.

Specially lined paper.

Periods	Est. Time	
		1. Preparation Step
1	10-30 min.	1. Prepare and assemble worksheets.
1	1-3 hrs.	2. Assemble activity centers.
		2. Presentation Step
1	all day	1. Teacher has established three or four activity centers with a game, hobby, or task relating to a job or an activity. During free time, each child is allowed to investigate the activity centers.
		3. Application Step
1	30-60 min.	1. Class discussion about contents of activity centers experiences with contents of activity centers, interests about the contents, likes and dislikes of the center's contents.
1st week 5	5-10 min.	2. List all activities the child engages in all week long.
2nd week 5	5-10 min.	3. Put a description by each of the above activities - "have to do," "do by choice," etc.
1	15-30 min.	4. Checklist: "What I Like To Do" (take-off on Kuder Preference Record) I Like To: _____ work alone. _____ work in a small group (3-5 people). _____ work in a larger group (5-10 people).
1	30-60 min.	5. Interest Survey: List groups of Hobbies, activities, and jobs. Have students group items listed under categories: Sports Indoor Activities Outside Jobs Job Working With Machines
		4. Evaluation Step
1 week 5	15-20 min.	1. Hobby Show and Tell Time - Have each child talk about his/her daily routine and why he/she has this particular hobby. Each child has a turn at being teacher for his/her hobby with the class. Have other students then react to hobby: "why it would or wouldn't fit into their activities," "how they perceive it in relation to jobs in the working world," "why they like or dislike it."

Goal Develops Greater Self Knowledge

Lesson Plan # 3 Grade Level Intermediate

LESSON TITLE Self in Relation to the Family

A. General Objective (unit theme)

3. Understands the interdependency of family members.

B. Specific Objective(s)

3.1 To understand roles of family members.
3.2 To understand the types of interactions family members engage in.

C. Instructional Materials, Supplies, and Equipment

1. Filmstrip - SRA - "Focus on Development, Stage 2, Unit C," "I Can Do Something You Can't Do" (2.1).
2. Paper for writing and drawing activity (4.1).
3. Tape recorder (4.1).
4. Printed checklist depicting types of jobs children may do at home (4.2).

D. Unique Learner Needs or Characteristics

VISUAL IMPAIRMENT

May need enlarged print materials and low-vision aids.

Preferential seating for visual activities.

Specially lined paper.

Periods	Est. Time	
		1. Preparation Step
1	5 min.	1. Get filmstrip projector in order.
2-3 weeks	?	2. Contact parents for interview activity.
1	1 hr.	3. Prepare worksheets.
		2. Presentation Step
1	10 min.	1. Show filmstrip, "I Can Do Something You Can't Do" (two brothers discussing differences).
1-2	10-15 min.	2. Discuss contents of film. Have children relate roles in family filmstrip to their own sibling relationships.
		3. Application Step
1-2	10-15 min.	1. Role-play activity. Assign a specific family member role to each child. Have the class act out a predetermined situation. Rotate roles. Follow up with discussion.
1-2	15-20 min.	2. Take part in a dramatization that shows how a family interacts to make plans.
2-4	15-20 min. per skit	3. Interview Activity - Have several children interview people representing the same family member role (mothers from two different families). Sample questions: What are your most important daily activities? What do you like least (best) about your family role? What makes your role different from other family members?
		4. Evaluation Step
1	15-45 min.	1. As a family member, have each child describe differences and similarities of role responsibilities within the family. Pictures may be drawn or tape recording made to accompany written portion.
1	10-15 min.	2. "Jobs I Do At Home" checklist.

Goal Develops Greater Self Knowledge

Lesson Plan # 4 Grade Level Intermediate

LESSON TITLE Interests and Occupations

A. General Objective (unit theme)

4. Understands how interests may be expressed through work.

B. Specific Objective(s)

4.1 Identifies own interests and hobbies.
4.2 Discusses the relationship among interests, hobbies, and work activities.

C. Instructional Materials, Supplies, and Equipment

1. Chalkboard with hobbies listed (2.1).
2. Pictures of people doing jobs, equipment used, or clothing worn (related to children's hobbies) (2.2).
3. Puppets and props for "Job Pantomime Activity" (3.1).
4. Writing paper (3.2) (4.1).
5. Films and filmstrips depicting jobs selected by the children (3.4).

D. Unique Learner Needs or Characteristics

VISUAL IMPAIRMENT

May need enlarged print materials, preferential seating for viewing items, and auditory reinforcement.

Specially lined paper.

Periods	Est. Time	
		1. Preparation Step
1	5-15 min.	1. Collect pictures of jobs, clothing, and equipment.
1	5 min.	2. Assemble puppets.
2-4 weeks	?	3. Arrange for films, field trips, and resource persons' visits.
		2. Presentation Step
1	5-10 min.	1. Review, through discussion, hobby types represented in the class. As class names them, teacher writes hobbies' names on board.
1	15-45 min.	2. Match Game: Teacher holds up a picture of a person performing a job, a picture of a piece of clothing worn on a job, or a picture of a piece of equipment. Have children match these pictures to the particular hobby on the board. As children are indicating the specific hobby, discussion should center around the "why" of classification.
1	5-15 min.	3. Discuss likes, dislikes, and interests as a review from Lesson Plan 2. Relate these to jobs.
2-3 weeks	?	4. Invite resource persons to the class who exemplify the types of jobs discussed in Activity 2. Field trips to the on-site locations could also be used for variety. If first-hand contact cannot be made with the job areas represented, perhaps students can phone a worker in that particular job and discuss the job and responsibilities on the phone. Movies and filmstrips pertaining to those jobs which cannot be investigated by other means can be shown.
		3. Application Step
1 week 5	5-15 min.	1. Have each child select a job discussed in the presentation step (Activity 2) and role-play the job. Puppetry can be selected by some children as a means of expression.
2-3	15-30 min.	2. Each child can select another job to write about in a creative writing activity. In this lesson, each child should make mention of the qualifications of the job and also the job responsibilities. The ending should entail why they chose this job to write about and also why they think they would be good at it. (A tape recording may be used in lieu of the written assignment.)

Periods	Est. Time
1	15-30 min.

4. Evaluation Step

1. After considering their physical and social characteristics, their likes and dislikes, their interests, and information gained from selecting certain jobs to study, the children should be asked to list five jobs they think they can do and five jobs they think they cannot do. Then list one reason for selecting each of these ten jobs.

Goal Develops Greater Self Knowledge

Lesson Plan # 5 Grade Level Intermediate

LESSON TITLE Recognizing Limitations

A. General Objective (unit theme)

5. Understands the characteristics of own handicapping condition.

B. Specific Objective(s)

5.1 Discusses the nature of vision.
5.2 Describes how visual impairment may limit a person.
5.3 Provides examples to illustrate persons who have overcome handicap.

C. Instructional Materials, Supplies, and Equipment

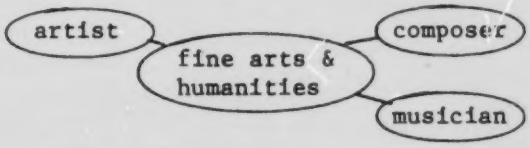
1. Mock-up of eye (2.1).
2. Pictures showing how people see with various types of vision (2.2).
3. Parent permission forms to permit teacher to show ocular reports and other medical records concerning the child's visual impairment to the child (2.3).
4. Ocular reports and other medical records (2.3).
5. Colored paper (3.2).
6. Chalkboard and chalk (2.4).
7. Job analysis sheets (printed) (3.3).

D. Unique Learner Needs or Characteristics

VISUAL IMPAIRMENT

May need low-vision aids, enlarged print items, tactile stimulation, and auditory reinforcement.

May need preferential seating for demonstrations, etc.

Periods	Est. Time	
		1. Preparation Step
1	?	1. Invite school nurse or ophthalmologist to class.
1	5-10 min.	2. Pull ocular reports from cumulative folders.
1	1 hr.	3. Prepare worksheets.
1	?	4. Invite resource persons having visual impairments.
		2. Presentation Step
2-3	20-30 min. per period	1. Have resource person, such as the school nurse or cphthalmologist, discuss vision - characteristics, diseases, terminology used in describing eye conditions. Use mock-up of eye.
2	20-30 min. per period	2. Show pictures or slides of how different people see objects depending on type and extent of visual impairment.
1	20-30 min.	3. Show children their ocular reports. Discuss them in terms of formal presentation on vision.
1 for each cluster	15-20 min.	4. Select one or two career clusters. Through diagraming, name as many occupations as possible that can be classified or included in that career cluster.
		
1	?	5. Invite resource persons with visual impairments to be interviewed by class.
		3. Application Step
1-2	20-40 min. per period	1. Relate, through general class discussions, how visual impairments can affect the jobs discussed in earlier lessons. Permit interjection of other careers as well.
1-4	free time or 15-30 min. per period	2. "Selection Activity" - Have children select two colors of paper - one paper entitled, "Jobs That Need Vision," the other paper, "Jobs That Do Not Need Vision."
2-3	15-20 min. per period	3. Have children select one or two careers within the cluster. Have children then perform a job analysis for that particular career. Include training requirements and visual requirements in the job analysis, adaptations that might be necessary in order for a person with a visual impairment to perform the job.

Periods	Est. Time
1 week	15-30 min. per day

4. Evaluation Step

1. Have each child select a person he/she is familiar with who has a visual impairment. Complete a story with pictures or other "extras" to explain:
   1. The person's job.
   2. Why the visual impairment did not interfere with the job.
   3. How the child feels about that job as a possible career.

APPENDIX C

A TAXONOMY OF COMMERCIAL INSTRUCTIONAL MATERIALS FOR CAREER EDUCATION: GRADES K-12

A TAXONOMY OF COMMERCIAL INSTRUCTIONAL

MATERIALS FOR CAREER EDUCATION: GRADES K-12

Background and Procedure

The section which follows contains a synthesis and classification of instructional materials for career education. The initial step in the development of the taxonomy was to compile a list of commercial publishers who were known to be producers of instructional materials for facilitating career development concepts and skills. Included in the list were publishers who market materials under the general categories of "career education," "career guidance," "vocational and prevocational education," "process education," and "affective education." Approximately 250 companies were included in this master list. Letters were then mailed to all publishers requesting a copy of their most recent publications catalog. About 200 catalogs or other descriptive materials were received from this mailing.

Each catalog was then analyzed and a coding card was prepared for each individual product. The following information was recorded:

a. publisher
b. title of material
c. developmental level
d. domain
e. type of material
f. copyright date (if provided)

"Developmental level" and "domain" refers to the four stages and six categories of career development concepts and skills illustrated in Table C-1."Type of material" refers to the 22 types of instructional products listed below:

Table C - 1

GOAL STATEMENTS FOR CAREER EDUCATION MODEL

Awareness State: Grades K-3

A1. Becomes aware of self characteristics
A2. Becomes aware of different types of work roles
A3. Shows awareness of responsibility for own behavior
A4. Knows how to organize information for learning and action
A5. Learns cooperative social behavior
A6. Shows interest in learning about work

Accomodation Stage: Grades 4-6

B1. Develops greater self knowledge
B2. Develops concepts about the world of work
B3. Displays increased responsibility for own behavior
B4. Learns how to gather information and make decisions
B5. Shows awareness of the nature of group membership
B6. Accepts differences in work attitudes and values

Orientation Stage: Grades 7 & 8

C1. Clarifies occupational self-concept
C2. Surveys the structure and interrelatedness of the American economic system
C3. Recognizes responsibility for own career planning
C4. Practices information-seeking and decision-making methods
C5. Participates in simulated, group work activities
C6. Appreciates the role of work in meeting social and individual needs

Exploration and Preparation Stage: Grades 9-12

D1. Crystallizes and implements occupational self-concept
D2. Executes plans to qualify for post-secondary career objectives
D3. Displays commitment to implementation of a career plan
D4. Demonstrates competency in decision-making skills and strategies
D5. Demonstrates effective interpersonal skills in relation to work
D6. Demonstrates effective work habits and attitudes

AC - audio cassette
AS - activity sheet
B - booklet or pamphlet
C - cards
F - film
FL - film loop
FS - filmstrip
G - game
GT - guidance tool
M - magazine
MK - multimedia kit
P - poster
S - simulation
SB - student book or text
SP - study print
SR - student resource
SM - spirit (ditto) master
T - transparency
TG - teacher's (instructor, counselor) guide
TR - teacher resource
VC - video cassette
WB - workbook

After all catalogs were analyzed and all data recorded, the individual cards were organized alphabetically by publisher and typed according to designated developmental level. Whenever an individual product is appropriate for use at more than one level, it is classified only once by type and domain; an asterisk* is used thereafter to designate that the material appears in the previous stage. Occasionally the title of a product is listed followed by the phrase "15 USOE Titles." This means that the product, say a 15 title film series, is based on the 15 occupational cluster areas which have been developed by the U.S. Office of Education:

. Agribusiness and Natural Resources
. Business and Office
. Communications and Media
. Construction
. Consumer and Homemaking
. Environment
. Fine Arts and Humanities
. Health
. Hospitality and Recreation
. Marketing and Distribution
. Manufacturing
. Marine Science
. Personal Services
. Public Service
. Transportation

Limitations and Suggestions for Use

Based on reactions from practitioners who perused a preliminary draft copy of the taxonomy, this compilation of materials appears to be a potentially valuable tool in planning and implementing career education programs. As is the case with any classification scheme, it is not without limitations. In using this tool, the practitioner should keep in mind the following characteristics and suggestions.

1. The compilation has been primarily limited to commercial publishing companies. The variety and types of materials which have been developed by such companies are impressive. While a large array of noncommercial and "public domain" materials also exists, they are, as a rule, difficult or impossible to obtain and generally lack the technical quality of commercially produced materials.

2. It is difficult to know with absolute certainty the total number of commercial career education publishers. As a result of monitoring the literature in this area for about six years, the author believes that over 90 percent of the commercial companies are identified and included in this compilation.

3. Even though objective criteria were used to classify materials in terms of level and domain, certain disparities are bound to exist. The classification of a given product represents the author's best judgment of the most appropriate level and primary category(ies) of learning outcomes associated with it.

4. A large portion of the materials were personally previewed by the author and support the validity of the classifications. The remaining materials were classified on the basis of catalog descriptions. It should be noted, however, that as a result of previous experience the author has found a very high correlation between a priori classifications and classifications following a preview of the material.

5. Only a small number of products were excluded because of perceived technical inferiority or lack of relevance to intended learning outcomes. The materials which are included range in quality and validity from "below average" to "superior." The user must make the final evaluative judgments.

It is recommended that users employ this taxonomy only as a tool to identify potential materials related to the level and type of goals

they intend to facilitate. Once the materials related to a given goal have been determined, the user should contact the publisher for descriptive information and/or preview copies of the materials. The purpose for which this resource is intended will be achieved if the user recognizes both its value and its limitations.

AWARENESS STAGE: GRADES K-3

A1. Becomes aware of self characteristics

A2. Becomes aware of different types of work roles

A3. Shows awareness of responsibility for own behavior

A4. Knows how to organize information for learning and action

A5. Learns cooperative social behavior

A6. Shows interest in learning about work

		1	2	3	4	5	6
ABT ASSOCIATES INC.							
Career Education Activities For Subject Area Teachers: Volume I. (1975)	TR	X	X				
ACI MEDIA, INC.							
Learning About Others (1975)							
1. People Close To Me	FS	X				X	
2. Boys And Girls	FS	X				X	
3. It's A Big Country	FS	X				X	
4. In The Whole, Wide World	FS	X				X	
Learning About Me (1975)							
1. How I Know	FS	X		X			
2. How I Feel	FS	X		X			
3. Why I Do What I Do	FS	X		X			
4. What Kind Of Me Do I Want To Be?	FS	X		X			
It's OK For Me: It's OK For You (1975)							
1. It's OK To Be Hungry	FS			X		X	
2. It's OK To Make Mistakes	FS			X		X	
3. If It's OK For Me, It's OK For Others	FS			X		X	
4. What Would You Do?	FS			X		X	
When I Grow Up I Can Be (1974)							
1. I Can Be A Builder	FS		X				
2. I Can Be A Community Service Worker	FS		X				
3. I Can Be A Food Processing Worker	FS		X				
4. I Can Be A Hospital Worker	FS		X				
5. I Can Be A Mechanic	FS		X				
AMERICAN GUIDANCE SERVICE, INC.							
Developing Understanding Of Self And Others (DUSOE) (1970)	MK	X		X	X	X	
ARGUS COMMUNICATIONS							
Career Flip Book	G		X				
Got To Be Me!	C, WB	X					

		1	2	3	4	5	6
BARR FILMS (ARTHUR BARR PRODUCTIONS, INC.)							
We Want Goods And Services	F		X				
BENEFIC PRESS							
Urban Living Series							
1. Dairy - Clothing Factory	SB		X				
2. Steamship - Airport	SB		X				
3. Bakery - Spaghetti Factory	SB		X				
4. Post Office - Telephone Co.	SB		X				
5. Newspaper - Television Station	SB		X				
BFA EDUCATIONAL MEDIA							
The Importance of You							
1. You Are Somebody Special	FS	X					
2. Who's In Your Family?	FS	X					
3. Who Are Your Friends?	FS	X				X	
4. Your Feelings	FS	X					
BOWMAR							
Bowmar Artworlds	MK	X			X		
Early Childhood Series	MK						
1. Part 1 - About Myself		X					
2. Part 3 - I Talk, I Think, I Reason					X	X	
Manipulative Books							
1. How Does It Feel	SB				X		
2. Things I Like To Do	SB	X					
3. Me!	SB	X					
4. A Cowboy Can	SB		X				
5. Through The Day	SB		X				
6. Where Is Home?	SB		X				
7. Telling Tales	SB				X		
8. Little, Big, Bigger	SB				X		
9. Why Didn't I Think Of That	SB				X		
CENTRON FILMS							
Is There Anybody Else Like Me? 3 Titles (1976)	FS	X					

		1	2	3	4	5	6
CFI (COUNSELOR FILMS, INC. - CAREER FUTURES, INC.)							
Children's Dictionary of Occupation (1974)	SR		X				
Career Flashcards (1974)	C		X				
My Career Workbook (1974)	WB		X				
When You Grow Up Posters, 15 USOE Titles (1974)	P		X				
CHANGING TIMES EDUCATION SERVICE							
Real People At Work Mini-Kits, 40 Titles	MK		X				
Real People At Work Multi-Media Kits, 5 Levels (1974)	MK	X	X				
Real People At Work And Read-Along Cassettes, 120 Titles	SB, AC	X	X				
Real People At Work Reading Skills Program, 9 Levels	MK	X	X				
CHARLES E. MERRILL PUBLISHING CO.							
Social Learning Curriculum (1974)	MK	X				X	
CHILDRENS PRESS							
Career Adventure Series; Lost In The Forest (1976)	SB		X				
Come To Work With Us Books							
1. Aerospace, (1970)	SB		X				
2. An Airport, (1970)	SB		X				
3. A Bank, (1972)	SB		X				
4. A Dairy, (1972)	SB		X				
5. A Department Store, (1972)	SB		X				
6. A Hospital, (1975)	SB		X				
7. A Hotel, (1972)	SB		X				
8. House Construction, (1970)	SB		X				
9. A Newspaper, (1972)	SB		X				
10. A Telephone Company, (1972)	SB		X				
11. A Toy Factory, (1970)	SB		X				
12. A TV Station, (1970)	SB		X				

#57

		1	2	3	4	5	6
I Want To Be Books							
1. Commercial Occupations, 5 Titles	SB		X				
2. Community Helpers, 7 Titles	SB		X				
3. Food Providers, 2 Titles	SB		X				
4. Personel Interests, 3 Titles	SB		X				
5. Professional Occupations, 10 Titles	SB		X				
6. Sports, 6 Titles	SB		X				
7. Tradesman And Businessman, 5 Titles	SB		X				
8. Transportation and Communication 6 Titles	SB		X				
I Want To Be Minipacs							
1. Bank Teller	MK		X				
2. Computer Operator	MK		X				
3. Jeweler	MK		X				
4. Sales	MK		X				
5. Service Station Attendant	MK		X				
6. Waitress	MK		X				
I Want To Be Free							
1. Baseball Player	SB, AC, TG		X				
2. Librarian	SB, AC, TG		X				
3. Nurse	SB, AC, TG		X				
4. Postman	SB, AC, TG		X				
5. Teacher	SB, AC, TG		X				
6. Zoo-Keeper	SB, AC, TG		X				
7. Architect	SB, AC, TG		X				
8. Beauty Operator	SB, AC, TG		X				
9. Forester	SB, AC, TG		X				
10. Hockey Player	SB, AC, TG		X				
11. Musician	SB, AC, TG		X				
The Awareness Center	MK	X					
CHRONICLE GUIDANCE PUBLICATIONS, INC.							
Community Careering Game Book	WB, TG		X				
World Of Workers	WB		X				
Programmed Work Awareness Kit	MK		X				
CORONET INSTRUCTIONAL MATERIALS							
People Who Work . . . Series							
1. In Factories	F		X				

			1	2	3	4	5	6
2.	In Officies	F		X				
3.	In Stores	F		X				
	CREATIVE EDUCATION							
	Childhood Study Print Series							
1.	Understanding My Needs, 8 Titles	SP	X					
2.	Developing My Values, 8 Titles	SP			X			X
3.	Moods And Emotions	SP	X					
	DAVID C. COOK PUBLISHING CO.							
	Home And Community Helpers, 12 Titles	SP		X				
	DENOYER-GEPPERT AUDIO-VISUALS							
	The Wonderful World Of Work							
1.	Getting to Know the World of Work	FS		X				
2.	The Newspaper Boy	FS		X				
3.	The Junior Home-Maker	FS		X				
4.	At Your Service	FS		X				
5.	Electrical Services	FS		X				
6.	Telephone Services	FS		X				
7.	Mail Delivery	FS		X				
8.	Dairy Product Delivery	FS		X				
9.	Drug Store Workers	FS		X				
10.	Super Market Workers	FS		X				
11.	Service Station Workers	FS		X				
	DEVELOPMENTAL LEARNING MATERIALS							
	Career Awareness Materials							
1.	Career Association Cards	C		X		X		
2.	Career Card File	C		X		X		
3.	Career Crosswords	AS		X		X		
4.	Career Environment Cards	C		X				
5.	Career Flip Book	SR		X				
6.	Career Identity Cards	C		X				
7.	Job Inset Puzzle	G		X				
8.	Job Puzzle	G		X				
9.	Occupations Match-Ups	G		X		X		
10.	Occupations Photographs	SP		X				
11.	Occupations Word Hunt, I & II	SM		X		X		
12.	Written Language Cards - Careers	C		X				

		1	2	3	4	5	6
EDUCATION ACHIEVEMENT CORPORATION							
The Valuing Approach to Career Education, K-2 Series (1973)	MK	X	X		X		X
EDUCATIONAL PROPERTIES INCORPORATED							
Comprehensive Career Education System, K-12, 150 Learning Units	TR	X	X		X		X
EMC CORPORATION							
Career Development For Primary Grades, 4 Titles	FS, SM		X				
ENCYCLOPEDIA BRITANNICA EDUCATIONAL CORPORATION							
Now You Know: About People At Work (1974)	MK		X				X
Learning About Myself And Others							
1. My Senses And Me	FS	X					
2. My Home And Me	FS	X				X	
3. Knowing Our School	FS		X			X	
Songstories: I Am Special							
1. Kathy - Something Different	FS		X				
2. Murphy The Grump	FS		X				
3. Martin The Artist	FS		X				
4. Freda And Her Flowers	FS		X				
The Kingdom Of Could Be You, 15 USOE Titles Plus Introductory Film (1973)	F		X		X		
Career Kits For Kids (1974)							
1. Construction Worker	MK		X				
2. Fireman	MK		X				
3. Taxi Driver	MK		X				
4. Letter Carrier	MK		X				
5. Nurse	MK		X				
6. Baker	MK		X				
On Stage: Wally, Bertha, And You (1971)	MK	X					
The Most Important Person							

		1	2	3	4	5	6
1. Attitudes, 6 Titles	F						X
2. Identity, 6 Titles	F	X		X			
3. Getting Along With Others, 7 Titles	F					X	
GREAT PLAINS NATIONAL INSTRUCTIONAL TELEVISION LIBRARY							
Becoming Me							
1. Unit 1, Physical Identity, 4 Titles	F or VC	X					
2. Unit 2, Social Identity, 4 Titles	F or VC		X			X	
3. Unit 3, Emotional Identity, 4 Titles	F or VC	X					
GUIDANCE ASSOCIATES							
Career Awareness Field Trips Series (1973)							
1. Making The Most of Your Field Trip	FS				X		
2. To The Aquarium	FS		X				
3. To The House Built In A Hurry	FS		X				
4. To The Auto Proving Ground	FS		X				
5. To The Orange Grove	FS		X				
6. To The Poster Printer	FS		X				
7. To The Bike Factory	FS		X				
First Things: Values Series							
1. The Trouble With Truth	FS						X
2. That's No Fair!	FS						X
3. You Promised!	FS						X
4. But It Isn't Yours . . .	FS						X
5. What Do You Do About Rules	FS						X
First Things: Social Development							
1. How Can You Work Things Out?	FS					X	
2. How Would You Feel?	FS					X	
3. How Do You Know What's Fair?	FS					X	
4. How Do You Know What Others Will Do?	FS					X	
First Things: Social Studies/Guidance Series							
1. You Got Mad: Are You Glad?	FS					X	
2. Who Do You Think You Are?	FS	X					

#58

		1	2	3	4	5	6
3. What Do You Expect Of Others?	FS					X	
4. Guess Who's In A Group?	FS					X	
5. What Happens Between People?	FS					X	
HARCOURT BRACE JOVANOVICH, INC.							
Self Expression And Conduct: The Humanities, 3 Levels (1974)	MK	X				X	
HOUGHTON MIFFLIN (SEE TIME SHARE)							
THE INSTRUCTO CORPORATION							
When I Grow Up, I Want To Be . . .	G		X				
JULIAN MESSNER							
Books For Career Awareness: Elementary Grades, 34 Titles	SB		X				
LEARNING CORPORATION OF AMERICA							
Sometimes I Feel							
1. Giants Are Very Brave People	FS	X				X	
2. Boy, Was I Mad!	FS	X				X	
3. Maxie	FS	X				X	
4. The Blah	FS	X				X	
5. Did You Ever?	FS	X				X	
LISTENER EDUCATIONAL ENTERPRISES							
It's OK To Be Me	MK	X		X			
MAGRAW HILL FILMS							
Learning To Learn, 6 Sets - 48 Titles							
1. Getting To Know Me	SP	X			X		
2. Taking Care Of Yourself And Your Clothes	SP	X			X		
3. How Are Your Teeth, Joey?	SP	X			X		
4. Babit's Eating Habits	SP	X			X		
5. Checking With My Doctor	SP	X			X		

			1	2	3	4	5	6
6. Keeping Strong, Is It Safe?		SP	X			X		
MCKNIGHT PUBLISHING COMPANY								
Career Development For Children Project (1975)								
1. Level 1, Discovering Self In Work And Play		MK	X	X		X		X
2. Level 2, Exploring Interests In Work And Play		MK	X	X	X	X		
3. Level 3, Using Knowledge In The World Of Work		MK	X	X	X	X		
A Highway To Work And Play (1973)								
1. Level 1, Getting Started		B, TG	X	X		X		
2. Level 2, Moving On		B, TG	X	X		X		
3. Level 3, Traveling Together		B, TG	X	X		X		
PFLAUM								
Dimensions Of Personality								
1. K, Let's Begin	(1972)	MK	X		X		X	
2. Level 1, Now I'm Ready	(1972)	MK	X		X		X	
3. Level 2, I Can Do It	(1972)	MK	X		X		X	
4. Level 3, What About Me	(1972)	MK	X		X		X	
Awareness Experiences (1974)		TR	X		X		X	
QED PRODUCTIONS								
Career Awareness (1974)								
1. I Have A Body		FS	X					
2. I Have A Brain		FS	X					
3. The Work People Do		FS		X				
4. I Can Do Things		FS	X	X				
5. I Can Make Choices		FS		X	X			
Getting To Know Me								
1. People Are Like Rainbows		FS	X					
2. A Boat Named George		FS	X					
3. Listen, Timmy!		FS	X					
4. Strike Three! You're In		FS	X					

		1	2	3	4	5	6
RANDOM HOUSE, INC.							
What Do People Do All Day?	MK		X				X
Compulearn: Awareness & Exploration (1972)	MK	X	X		X		
SCHOLASTIC BOOK SERVICES							
Who Am I?							
1. Nothing Is Something To Do	FS	X					
2. The Joy Of Being You	FS	X					
3. People Packages	FS	X					
4. All Kinds Of Feelings	FS	X					
5. Do You Believe In Wishes	FS	X					
How Do I Learn?							
1. What Next?	FS				X		
2. Making Mistakes	FS				X		
3. Who's Afraid	FS				X		
4. Figuring Things Out	FS				X		
5. Do You Forget?	FS				X		
Getting Along							
1. It's Mine	FS					X	
2. Sticks 'N Stones	FS					X	
3. Will You Be My Friend	FS					X	
4. Smiles Don't Just Happen	FS					X	
5. I Don't Care, Anyhow!	FS					X	
I Can							
1. I Can Sing, Dance	FS, P	X		X			
2. I Can Cook	FS, P	X		X			
3. I Can Make	FS, P	X		X			
4. I Can Fasten	FS, P	X		X			
5. I Can Build	FS, P	X		X			
6. I Can Take Care Of Myself	FS, P	X		X			
7. I Can Care For People	FS, P	X		X			
8. I Can Communicate	FS, P	X		X			
Beginning Concepts: People Who Work, 2 Units	MK		X				
SCIENCE RESEARCH ASSOCIATES, INC.							
Our Working World (1973)	MK		X				

		1	2	3	4	5	6
Focus On Self-Development							
1. Stage 1, Awareness (1970)	MK	X		X		X	
2. Stage 2, Responding (1971)	MK	X		X		X	
3. Stage 3, Involvement (1972)	MK	X		X		X	
Guidance Kit For Elementary Counselors And Teachers	TR	X	X			X	X
SINGER EDUCATION DIVISION (SOCIETY FOR VISUAL EDUCATION, INC.)							
The Adventures Of The Lollipop Dragon (1974)							
1. How The Lollipop Dragon Got His Name (Sharing)	FS					X	
2. Working Together	FS					X	
3. Avoiding Litter	FS					X	
4. Care Of Property	FS					X	
5. Taking Turns	FS					X	
6. Kindness To Animals	FS					X	
Tales Of Winnie The Witch							
1. Lucifer And Bully Balderdash (The Golden Rule)	FS					X	
2. The Lake Murkwood Monster (Two Sides To A Story)	FS					X	
3. The Glut's Peanut Butter Pie (Sharing)	FS					X	
4. Bossy, Boring Maurice The Beast (Selfishness)	FS					X	
5. The Magic Words (Love)	FS					X	
6. The Accident And Derring - Do (Neighborliness)	FS					X	
Targo Explores The World Of Work							
1. Targo, The Job Explorer (Jobs At Home And School)	FS		X				
2. Who's Cooking, Targo? (Similiar Jobs Throughout The Community)	FS		X				
3. Tale Of A Nail (A Cluster Of Dependent Jobs)	FS		X				
4. Where's The Ice Cream? (A Series Of Dependent Jobs)	FS		X				
5. Pride Of The Slippery Fish (One Job Affects Many Communities)	FS		X				
6. Who's Got The Roller Coster? (Many Communities Affect One Job)	FS		X				

#59

County

		1	2	3	4	5	6
STECK - VAUGHN COMPANY							
Human Values Series							
1. Teaching Pictures	SB, TG	X					X
2. About Me	SB, TG	X					X
3. About You And Me	SB, TG					X	X
4. About Values	SB, TG						X
SUPERIOR EDUCATIONAL MEDIA, INC.							
Information Needed For Occupational Enlightenment (INFOE) 3 Levels 16 Titles	FS		X				
TIME SHARE (HOUGHTON MIFFLIN)							
Career Education Program: Volume I, K-6 (1973)	TR	X	X		X		X
TROLL ASSOCIATES							
Community Helpers Filmstrip Library, 8 Titles (1972)	FS		X				
UNIVERSAL EDUCATION AND VISUAL ARTS							
Who Am I?							
1. I Am A Person	FS	X					
2. I Took A Look At Me	FS	X					
3. I Am Like Everybody Else	FS	X					
4. I Am Different From Everybody Else	FS	X					
5. I Have A Name	FS	X					
6. I Have A Family	FS	X					
W. H. SADLIER, INC.							
Who Am I? (1971)	MK	X		X	X		

Pink

ACCOMODATION STAGE: GRADES 4-6

B1. Develops greater self knowledge

B2. Develops concepts about the world of work

B3. Displays increased responsibility for own behavior

B4. Learns how to gather information and make decisions

B5. Shows awareness of the nature of group membership

B6. Accepts differences in work attitudes and values

pink

		1	2	3	4	5	6
ABT ASSOCIATES INC.							
Career Education Activities For Subject Area Teachers: Volume I*							
Supermarket	S		X				
Transportation	G		X				
Post Office Kit	S		X				
ACI MEDIA, INC.							
Learning About Others*							
Learning About Me*							
It's OK For Me: It's OK For You*							
Caring (1975)							
1. About Myself	FS		X				
2. About My Parents	FS		X			X	
3. About My Friends	FS		X			X	
4. About Property	FS		X				
AGENCY FOR INSTRUCTIONAL TELEVISION							
Bread And Butterflies (1974)							
1. Treasure Hunt	F or VC	X	X				
2. Work Means	F or VC		X				X
3. Me, Myself And Maybe	F or VC	X					
4. Decisions, Decisions	F or VC				X		
5. School And Jobs	F or VC		X				
6. Taking Care Of Business	F or VC			X			
7. I Agree . . . You're Wrong!	F or VC					X	
8. Success Story	F or VC	X					X
9. The Way We Live	F or VC			X			
10. Planning Ahead: The Racer	F or VC			X			
11. Things, Ideas, People	F or VC		X			X	
12. People Need People	F or VC		X			X	
13. Our Own Hands	F or VC					X	X
14. Power Play	F or VC			X			
15. Choosing Changes	F or VC	X			X		

Note: See Time Share Company For Bread And Butterflies Workbook

*Designates that material is listed and classified in the previous stage

pink

		1	2	3	4	5	6
AIMS INSTRUCTIONAL MEDIA SERVICES, INC.							
When You Grow Up (1973)	F		X				
There's Nobody Else Like You (1973)	F	X					
AMERICAN GUIDANCE SERVICE, INC.							
Toward Affective Development	MK	X	X	X		X	
Developing Understanding Of Self And Others, II (DUSOE - 2)	MK	X	X	X	X	X	X
ARGUS COMMUNICATIONS							
Interview Strategies For Career Development	SB, SM				X		
Career Crosswords, 4 Exercises	SM, AS		X				
Occupation Photographs, 18 Titles	SP		X				
Career Card File, 225 Activities On 5 X 8 Cards	C		X		X		
BARR FILMS (ARTHUR BARR PRODUCTIONS, INC.)							
Now I Am Bigger	F	X		X			
We Make Choices	F		X		X		
BENEFIC PRESS							
Careers For All Series (1974)							
1. Alike And Different	SB, TG		X		X		X
2. Interests And Choices	SB, TG		X		X		X
3. Plans And The Future	SB, TG		X		X		X
BFA EDUCATIONAL MEDIA							
The Jelly Bean Company: A Career Activity Program (1973)							
1. Making And Selling Goods, 6 Titles	FS, AS		X				
2. Performing Services, 6 Titles	FS, AS		X				

#60

		1	2	3	4	5	6
Career Series							
1. People Who Make Things, 10 Titles (1973)	FL		X				
2. People Who Serve, 10 Titles (1974)	FL		X				
3. People Who Sell, 10 Titles	FL		X				
CARDINAL PRINTERS, INC.							
Pink Pebbles: A Game About How Money Began	G		X				
CENTRON FILMS							
Field Trip Enrichment (1974)							
1. When You Visit An Industry	FS		X				
2. More About The State Capitol	FS		X				
3. The Other Side Of The Zoo	FS		X				
4. Who Are "They" At The Art Gallery?	FS		X				
5. The Meaning Of A Natural History Museum	FS		X				
Me (1972)	F	X					
You (1973)	F					X	
They (1972)	F					X	
Jobs In The City Series							
1. Distribution (1971)	F		X				
2. Construction (1971)	F		X				
3. Manufacturing (1972)	F		X				
4. Services (1972)	F		X				
5. Women At Work (1972)	F		X				
6. Medical And Health (1972)	F		X				
7. Mass Media (1972)	F		X				
CFI (COUNSELOR FILMS, INC. - CAREER FUTURES, INC.)							
When You Grow Up*							
When You Grow Up Posters*							
Education: Who Needs It? (1974)							
1. Education	FS		X				
2. Language Arts	FS		X				
3. Health & Physical Education	FS		X				

		1	2	3	4	5	6
4. Science	FS		X				
5. Mathematics	FS		X				
6. Reading	FS		X				
7. Art & Music							
8. Social Studies	FS		X				
I Wish I Were, 4 Titles	F	X					
CHANGING TIMES EDUCATION SERVICE							
Real People At Work Mini-Kits*							
Real People At Work Multi Media Kits*							
Real People At Work And Read-Along Cassettes*							
Real People At Work Reading Skills Program *							
CHARLES E. MERRILL PUBLISHING CO.							
Career Survival Skills (1974)	MK		X	X	X		
The Productive Thinking Program (1974)	MK				X		
CHILDRENS PRESS							
Career Information Program Media Package: Work World Of Wheels	MK		X				X
The Very Important People Series							
1. The Work World Of Wheels, 3 Titles (1973)	SB		X				
2. The Work World Of Health, 3 Titles (1973)	SB		X				
3. The Work World Of Communication, 3 Titles (1975)	SB		X				
4. The Work World Of Personal Services (1976)	SB		X				
Career Profiles Series (1976)							
1. Printing And Publishing Careers	SB		X				
2. Department Store Careers	SB		X				

		1	2	3	4	5	6
CHRONICLE GUIDANCE PUBLICATIONS, INC.							
Curriculum Careering Gamebook	WB		X				
Curriculum Careering Guidebook	TR		X				
CORONET INSTURCTIONAL MATERIALS							
Just Right Job Stories, 12 Lessons	AC, WB		X				
Worker Series							
1. Workers And Their Work	FS		X				
2. Workers Who Move Things	FS		X				
3. Workers Who Make Things	FS		X				
4. Workers Who Sell	FS		X				
5. Workers Who Fix Things	FS		X				
6. Workers Who Provide Food	FS		X				
7. Workers Who Provide Services	FS		X				
8. Workers In Professions	FS		X				
DAVID C. COOK PUBLISHING CO.							
Learning About Careers, 20 Titles	SP, TG		X				
American Women's Role, 20 Titles	SP, TG		X				
Learning About Human Relationships, 16 Titles	SP, TG					X	
DELTAMEDIA, INC							
Adventures In The World Of Careers (1972)							
1. Why Do People Work?	FS		X				
2. Exploring The World Of Work	FS		X				
3. Do It Right!	FS		X				
4. You Begin To Wonder	FS		X				
5. Careers Are For Girls, Too!	FS		X				
DENOYER - GEPPERT AUDIO - VISUALS							
The Wonderful World Of Work							
1. An Introduction, 2 Titles	FS		X				
2. Importance Of The "Hand"	FS		X				
3. Occupational Cluster "Thumbnails" Utilities, 3 Titles	FS		X				

		1	2	3	4	5	6
4. Distributive Occupations	FS		X				
5. Office Occupations	FS		X				
6. Natural Resources	FS		X				
7. Personal Serivces	FS		X				
8. Technical & Industrial	FS		X				
9. Home Economics	FS		X				
10. Health Services	FS		X				
DEVELOPMENTAL LEARNING MATERIALS							
Career Awareness Materials*							
EDUCATION ACHIEVEMENT CORPORATION							
The Valuing Approach To Career Education, 3-5 Series (1973)	MK	X	X		X		X
EDUCATIONAL PROPERTIES INCORPORATED							
Comprehensive Career Education System*							
EMC CORPORATION							
Many People, Many Careers, 4 Titles	FS, SM	X					
ENCYCLOPEDIA BRITANNICA EDUCATIONAL CORPORATION							
About Me (1971)	WB, TG	X					
EYE GATE							
Medical Workers In The Community, 6 Titles (1974)	FS		X				
My Mother Works, 6 Titles (1974)	FS		X				
Making Decisions, 4 Titles (1970)	FS				X		
FINNEY COMPANY							
Learning About Careers	WB		X				

#61

		1	2	3	4	5	6
GUIDANCE ASSOCIATES							
First Things: Values Series*							
First Things: Social Development*							
First Things: Social Studies/Guidance Series*							
HARCOURT BRACE JAVANOVICH, INC.							
Self Expression And Conduct: The Humanities*							
Careers: A Supplemented Reading Program, 3 Levels (1975)	MK		X		X		
HOLT, RINEHART AND WINSTON							
Values In Action: Role-Playing Problem-Situations For the Intermediate Grades, 10 Titles					X	X	X
HOUGHTON MIFFLIN (SEE TIME SHARE)							
HWC (H. WILSON CORPORATION)							
Elementary Career Awareness: An Introduction To Career Clusters, 4 Cassettes Introducing 15 USOE Clusters	AC		X				
JANUARY PRODUCTIONS							
Career Kaleidoscope Set (1973)							
1. All Around The Shopping Mall (Retailing)	FS		X				
2. Check In, Check Up (Hospital)	FS		X				
3. In TV You Could Be (Television)	FS		X				
4. One For All At City Hall (City Government)	FS		X				
5. Up, Up And Away (Airport)	FS		X				
JULIAN MESSNER							
Books For Career Awareness: Elementary Grades, 34 Titles							

		1	2	3	4	5	6
KING FEATURES							
Career Awareness Program, Features 15 USOE Clusters (1972)	MK		X				
LEARNING RESOURCES COMPANY							
People At Work, Set 1 & 2 (1974)							
1. At Work In Community Services	FS		X				
2. At Work In Your Neighborhood	FS		X				
3. At Work In Food And Clothing	FS		X				
4. At Work In Construction	FS		X				
5. At Work In Transportation	FS		X				
6. At Work In Communications	FS		X				
7. At Work In Offices & Factories	FS		X				
8. At Work In Sports, And Entertainment	FS		X				
LEARNING TREE FILMSTRIPS							
You're The Only You (1974)							
1. Earth And The Universe	FS		X				
2. Throughout The Wide World	FS		X				
3. Your Country, City, Neighborhood And Family	FS	X	X				
4. The One And Only You	FS	X					
LERNER PUBLICATIONS COMPANY							
Early Career Books, 24 Titles (1973)	SB		X				
Early Career Study Prints, 144 Titles (1973)	SP		X				
Early Career Multi-Media Programs, 12 Programs (1973)	MK		X				
LISTENER EDUCATIONAL ENTERPRISES							
We Stand Together	MK		X			X	X
MCGRAW-HILL FILMS							
Career Awareness Series (1976)							
1. People Working With People	F	X	X				

		1	2	3	4	5	6
2. People Working With Data	F	X	X				
3. People Working With Things	F	X	X				
MCKNIGHT PUBLISHING COMPANY							
A Highway To Work And Play (1973)							
1. Level 4, Changing Signals	B, TG	X	X		X		
2. Level 5, Making Decisions	B, TG	X	X		X		
3. Level 6, Turning Points	B, TG	X	X		X		
MEDIA MATERIALS, INC.							
Careers, 15 Titles	MK		X				
Value Clarification, 6 Titles	MK						X
THE NEW YORK TIMES (TEACHING RESOURCES FILMS)							
Where Will I Fit In?							
1. What Is Work	FS		X				
2. The World Of School	FS		X				
3. The World Of Government	FS		X				
4. The World Of Construction	FS		X				
You Can Be Anything							
1. Think About The Future	FS	X		X			
2. The Choice Is Toms	FS	X		X			
3. The World Is Wide Open	FS	X		X			
4. Boys And Girls Can Do Anything	FS	X		X			
NOBLE & NOBLE, PUBLISHERS, INC.							
Awareness: Career and Consumer Education							
1. Level 3, Cities And Suburbs	MK		X				
2. Level 4, People And The Land	MK		X				
3. Level 5, Many Americans - One Nation	MK		X				
4. Level 6, People And Culture	MK		X				
PATHESCOPE EDUCATIONAL FILMS, INC.							

		1	2	3	4	5	6
People At Work, Includes 30 Different Units	MK		X				X
PFLAUM							
Dimensions Of Personality							
1. Level Four, Here I Am (1969)	MK	X		X		X	
2. Level Five, I'm Not Alone (1970)	MK	X		X		X	
3. Level Six, Becoming Myself (1970)	MK	X		X		X	
Awareness Experiences*							
QED PRODUCTIONS							
Learning About Me: Developing Self-Concept							
1. Different Shapes	FS	X					
2. First Step	FS	X	X	X			
3. I'm New Here	FS	X					X
4. Borrowed Friendship	FS	X					X
5. I'm The Boss	FS	X					X
RANDOM HOUSE, INC.							
Compulearn: Awareness & Exploration*							
Adventures In The World Of Work (1976)	MK						
1. Who Puts The Light In The Bulb?			X				
2. Who Puts The Print On The Page?			X				
3. Who Puts The Ice In The Cream?			X				
4. Who Puts The Blue In The Jeans?			X				
5. Who Puts The Room In The House?			X				
6. Who Puts The Groove In The Records?			X				
Who Works For You? (1976)	MK						
1. Who Works For You?			X				
2. Who Puts The Plane In The Air?			X				
3. Who Puts The News In Television?			X				
4. Who Puts The Care In Health Care?			X				
5. Who Puts The Fun In Free Time?			X				
6. Who Keeps America Clean?			X				
SCHOLASTIC BOOK SERVICES							

#62 pink

		1	2	3	4	5	6
Explore, Three Units - 4 Filmstrips In Each Unit	MK		X				X
SCIENCE RESEARCH ASSOCIATES, INC.							
Our Working World*							
Focus On Self-Development*							
Guidance Kit For Elementary Counselors And Teachers *							
Social Science Laboratory Units	SB, WB, TR			X	X	X	
What I Like To Do (1974)	GT	X					
SCOTT EDUCATION DIVISION							
Career Awareness: A Comprehensive Program Of Sound-Color Filmstrips (1974)							
1. Satisfying Basic Needs, 5 Titles	FS		X				
2. Work And The Family, 8 Titles	FS		X				
3. The Community And How It Functions, 8 Titles	FS		X				
4. The Value Of Things, 4 Titles	FS		X				
5. Rich And Poor: Ways Of Living, 8 Titles	FS		X				
6. Ways Of Working, 12 Titles	FS		X				
7. What Do You Want To Be? 6 Titles	FS		X				
8. Living In The World Of Work 6 Titles	FS		X				
SINGER EDUCATION DIVISION (SOCIETY FOR VISUAL EDUCATION, INC.)							
Learning To Live With Others							
1. Learning To Be Your Best Self	FS					X	X
2. Learning About Listening	FS					X	X
3. Learning What Giving Is All About	FS					X	X
4. Learning To Be Responsible	FS					X	X
5. Learning To Trust People	FS					X	X
6. Learning To Keep A Promise	FS					X	X
7. Learning About Patience	FS					X	X
8. Learning To Face Up To Mistakes	FS					X	X
Developing Basic Values							
1. Respect For Property	FS					X	X

		1	2	3	4	5	6
2. Consideration For Others	FS					X	X
3. Acceptance Of Differences	FS					X	X
4. Recognition Of Responsibliities	FS					X	X
STECK-VAUGHN COMPANY							
Human Values Series							
1. Seeking Values	SB, TG						X
2. Sharing Values	SB, TG						X
3. Thinking With Values	SB, TG						X
TIME SHARE (HOUGHTON MIFFLIN)							
Career Education Program: Vol. I*							
My Bread & Butterflies Career Book	WB, TG	X	X		X		
Career Insights And Self Awareness Games (1973)	MK	X	X				
Job Labs I	C, TG		X				
UNIVERSAL EDUCATION AND VISUAL ARTS							
Understanding Your Relationships With Others	FS					X	
Understanding Yourself	FS	X					
Let's Talk About . . . Series 10 Titles	FS			X		X	
WILLIAM MORROW & COMPANY, INC.							
What Can She Be? Series							
1. A Lawyer	SB		X				
2. A Musician	SB		X				
3. A Newscaster	SB		X				
4. A Veterinarian	SB		X				
5. An Architect	SB		X				

ORIENTATION STAGE: GRADES 7&8

C1. Clarifies occupational self concept

C2. Surveys the structure and interrelatedness of the American economic system

C3. Recognizes responsibility for own career planning

C4. Practices information-seeking and decision-making methods

C5. Participates in simulated, group work activities

C6. Appreciates the role of work in meeting social and individual needs

Green

		1	2	3	4	5	6
ABT ASSOCIATES, INC.							
Career Education Activities For Subject Area Teachers: Volume II. (1975)	TR	X	X				
Exploring Careers, 16 Activities (1973)	SM, TG		X		X		
Settle Or Strike	S		X				
ACI MEDIA, INC.							
Careers For Now Series (1974)							
1. Strategies For The Future	F						X
2. Planner Geographer	F		X				X
3. New Entrepreneur	F		X				X
4. TV Producer - Director	F		X				X
5. Getting Your Trip Together	F				X		
6. Nurse Practitioner	F		X				X
7. Wood Craftsman	F						X
ADDISON-WESLEY PUBLISHING COMPANY							
Hello, World! A Careers Exploration Program (1973)							
1. Public Services	SB, TG	X	X				X
2. Transportation	SB, TG	X	X				X
3. Communications	SB, TG	X	X				X
4. Health Services	SB, TG	X	X				X
5. Environmental Control	SB, TG	X	X				X
6. Business Services	SB, TG	X	X				X
7. Technical Services	SB, TG	X	X				X
8. Food and Lodging Services	SB, TG	X	X				X
9. Marketing	SB, TG	X	X				X
10. Program Guide	SB, TG	X	X				X
AGENCY FOR INSTRUCTIONAL TELEVISION							
Self Incorporated, 15 Programs On Life-Coping Skills (1976)	F or VC	X				X	
AIMS INSTRUCTIONAL MEDIA SERVICES, INC.							

#63

		1	2	3	4	5	6
Career Awareness Series (1973)							
1. Air Transportation	F, SB, TG		X				X
2. Computer Industry	F, SB, TG		X				X
3. Health Care	F, SB, TG		X				X
4. Law Enforcement	F, SB, TG		X				X
5. Mass Media	F, SB, TG		X				X
6. Automobile Industry	F, SB, TG		X				X
7. Construction Industry	F, SB, TG		X				X
8. Hospitality Industry	F, SB, TG		X				X
9. Personal Services Industry	F, SB, TG		X				X
10. Why Work?	F, SB, TG		X				X
AMERICAN GUIDANCE SERVICE, INC.							
Coping With Series, 23 Titles	SB, TG	X			X	X	X
ARGUS COMMUNICATIONS							
Making Sense Of Our Lives 24 Value Clarification Packets	MK			X			X
Technology: Master Or Slave?	FS		X				
Feelings And Thoughts: How Do You Make Decisions?	FS				X		
Strike It Rich! What Does It Mean To Be Rich?	FS						X
Truth And Consequences	FS			X			
Let's Get Organized!	FS	X			X		
You Have To Want Something	FS	X		X			X
Interpersonal Communication	AC, SM, TG					X	
Career Poster Theme Kit, 24 Titles	P	X		X		X	X
BENEFIC PRESS							
Economic Man Program	G		X				
It's Your Life: Individual And Career Guidance	SB, TG	X	X	X			
BENZIGER BRUCE & GLENCOE, INC.							

		1	2	3	4	5	6
Discovery Through Guidance							
1. Alive	WB, TG	X					X
2. Build	WB, TG	X					X
3. Search	WB, TG				X		
4. Quest	WB, TG	X	X				
5. Focus	WB, TG			X	X		
CALIFORNIA LEARNING SIMULATIONS							
Game-Sim Series I, 35 Activities	G		X		X		
CFI (COUNSELOR FILMS, INC. - CAREER FUTURES, INC.)							
Work Survival Skills: For Students With Special Needs	MK		X			X	X
CHANGING TIMES EDUCATION SERVICE							
The Economy: How It Works							
1. Our Economic System: Freedom of Choice	FS		X				
2. Money: Keeping The Economy Moving	FS		X				
3. People And Machines: Producing More For Everyone	FS		X				
4. The Government: Helping Us Meet Our Goals	FS		X				
Exploring Careers							
1. In Business	FS		X				
2. In Communications And Transportation	FS		X				
3. In Science	FS		X				
4. In Service	FS		X				
CHARLES A. JONES PUBLISHING COMAPNY							
Career Perspective: Your Choice Of Work (1972)	SB	X	X		X		
CHARLES E. MERRILL PUBLISHING COMPANY							

		1	2	3	4	5	6
Career Survival Skills*							
The Productive Thinking Program*							
Making Value Judgements: Decisions For Today	SB, TG						X
CHOOSING YOUR CAREER							
Choosing Your Career Kits							
1. Health	SB, TG, P		X				
2. Environmental Control	SB, TG, P		X				
3. Transportation	SB, TG, P		X				
4. Construction	SB, TG, P		X				
5. Communications & Media	SB, TG, P		X				
6. Business & Office	SB, TG, P		X				
CHRONICLE GUIDANCE PUBLICATIONS, INC.							
Finding Your Orbit Exploratory Kit	MK		X				
CHURCHILL FILMS							
Making A Decision Is (1974)	F				X		
Problem Solvers (1974)	F				X		
People Who Work - A Series							
1. People Who Fight Pollution (1971)	F		X				
2. People Who Fix Things (1971)	F		X				
3. People Who Help People (1974)	F		X				
4. People Who Make Things (1970)	F		X				
COLLEGE ENTRANCE EXAMINATION BOARD							
Deciding (1972)	WB, TG		X		X		
CURRENT AFFAIRS/YOUNG WORLD							
Organized Labor: It's Development And Growth, 4 Titles (1976)	FS		X				
DELTAMEDIA, INC.							

		1	2	3	4	5	6
Worlds To Conquer							
1. Introducing You	FS	X					
2. Something For Everybody	FS		X				
3. Nothing Is All Fun	FS		X				
4. What's This About Life Style	FS						X
5. Goals To Grow	FS						X
DENOYER-GEPPERT AUDIO-VISUALS							
The Wonderful World Of Work, 26 Titles	FS		X				
DILLON PRESS, INC.							
Looking Forward To A Career Series, 20 Titles	SB, TG		X				
Contributions Of Women (1975)							
1. Aviation	SB		X				
2. Education	SB		X				
3. Sports	SB		X				
DOUBLEDAY MULTIMEDIA							
Career Series, 16 Titles	F, TG		X				
EDUCATION ACHIEVEMENT CORPORATION							
The Valuing Approach To Career Education, 6-8 Series	MK		X				X
EDUCATIONAL PROPERTIES INCORPORATED							
Comprehensive Career Education System*							
ENCYCLOPEDIA BRITANNICA EDUCATIONAL CORPORATION							
Your Working Future, 8 Titles (1973)	FS		X				
Whatcha Gonna Do?, 10 Titles	F	X	X		X		
EYE GATE							

#64

		1	2	3	4	5	6
The New American Farmer, 10 Titles (1975)	FS		X				
Public Service Workers, 6 Titles (1973)	FS		X				
FILMS INCORPORATED							
Career Explorations, 9 Titles	F		X				
GLOBE BOOK COMPANY							
Pathways To Careers	SB	X	X				
GUIDANCE ASSOCIATES							
Better Choice, Better Chance: Selecting A High School Program	FS		X		X		
Career Discovery Series							
1. People Who Help Others (1972)	FS		X				
2. People Who Influence Others (1973)	FS		X				
3. People Who Create Art (1972)	FS		X				
4. People Who Make Things (1973)	FS		X				
5. People Who Work In Science (1972)	FS		X				
6. People Who Organize Facts (1972)	FS		X				
Relationships And Values							
1. Friendship - Caught In The Middle	FS	X				X	
2. Who Comes First - Tom Or The Group	FS	X				X	
3. The Family - Right And Responsibilities	FS	X				X	
4. Dealing With Authority	FS	X				X	
5. Girls And Boys - Rights And Roles	FS	X				X	
Discovering Your Personality Series							
1. Exploring Your Feelings	FS	X				X	
2. Belonging To A Group	FS	X				X	
3. Who Are You?	FS	X				X	
HARCOURT BRACE JOVANOVICH, INC.							
Self Expression And Conduct: The Humanities*							
Micro-Economy (1973)	G		X				

		1	2	3	4	5	6
Artists At Work (1975)			X				
HOUGHTON MIFFLIN (SEE TIME SHARE)							
HWC (H. WILSON CORPORATION)							
Career Clusters: An Introduction To Related Occupations, Exploration Of 15 USOE Clusters, 8 Titles (1974)	AC		X				X
INSTRUCTOR PUBLICATIONS, INC.							
Exploring Careers, 15 USOE Titles	SP						
J. B. LIPPINCOTT COMPANY							
Becoming: A Course In Human Relations (1975)	MK	X				X	X
JULIAN MESSNER							
Books For Career Education And Personal Counseling, 54 Titles	SB		X				
KING FEATURES							
Career Awareness Program*							
People At Work, 6 Units (1975)			X				X
LEARNING RESOURCES COMPANY							
So Many Jobs To Think About: Set I & II, 8 Titles (1974)	FS		X				
LEARNING TREE FILMSTRIPS							
Careers That Help People I And II (1975)	FS		X				
LOTHRUP, LEE & SHEPARD CO.							

		1	2	3	4	5	6
Exploring Career Books, 15 USOE Titles	SB		X				
MCGRAW-HILL (GREGG)							
Careers In Focus (1976)	MK	X	X				
MCKNIGHT PUBLISHING COMPANY							
Introduction To Health Care Careers (1975)	MK		X				
Introduction To Business And Office Careers (1975)	MK		X				
Introduction To Hospitality/ Recreation Careers (1975)	MK		X				
Introduction To Communications Careers (1975)	MK		X				
Introduction Manufacturing Careers (1975)	MK		X				
Introduction To Construction Careers (1975)	MK		X				
Exploring The Construction Industry (1975)	MK		X				
Exploring Careers In Child Care (1974)	MK		X				
Exploring Careers In Hospitality And Food Services (1974)	MK		X				
Exploring Careers In Insustry (1975)	SB		X				
THE NEW YORK TIMES (TEACHING RESOURCES FILMS)							
Why Am I Studing This?							
1. English?	FS		X				
2. Mathematics?	FS		X				
3. Science	FS		X				
4. Social Studies?	FS		X				
OLYMPUS PUBLISHING COMPANY							
The Working Worlds, 14 Titles	F		X				

		1	2	3	4	5	6
PFLAUM							
Awareness Experiences*							
Dimensions Of Personality: Search For Meaning	MK	X		X		X	
PHI DELTA KAPPA							
Project Discovery, 20 Exploration Packages	S		X				
RANDOM HOUSE, INC.							
Compulearn: Evaluation Of Interests, Abilities And Values	MK	X	X		X		
SCHOLASTIC BOOK SERVICES							
Discovery (1973)	MK	X	X				
SCIENCE RESEARCH ASSOCIATES							
Work-Widening Occupational Roles Kit (1973)	MK	X	X				
Keys - Career Exploration, 10 Titles (1972)	FS, GT	X	X				X
Introducing Career Concepts, Series 1 and 2 (1975)	WB, TG	X	X				
Expo 10: Exploring Career Interests (1975)	MK	X	X				
Discovering Yourself	B	X					
My Educational Plans	B	X					
Junior Guidance Series Booklets, 15 Titles	B	X	X		X	X	
Job Family Series, 20 Titles (1975)	AC, B						
Career Education Activities, 5 Booklets	TR		X				

Sheen #65

		1	2	3	4	5	6
SINGER EDUCATION DIVISION (SOCIETY FOR VISUAL EDUCATION, INC.)							
Foundations For Occupational Planning							
1. Who Are You?	FS	X					
2. What Do You Like To Do?	FS	X					
3. What Is A Job?	FS		X				
4. What Are Job Families?			X				
5. What Is A Good School	FS		X				
TIME SHARE (HOUGHTON MIFFLIN)							
Career Education Program: Vol. II (1973)	TR	X	X		X		X
Livelihoods: Careers For Your Lifestyle, 15 USOE Titles (1974)	FS		X				
Occupational Cluster Posters, 15 USOE Titles	P, TG		X				
UNITED FEATURE SYNDICATE, INC. (MERCER ENTERPRISES, INC.)							
Job Scene, 125 Pamphlets On Each Of 18 Different Jobs	B, TG		X				
WESTINGHOUSE LEARNING CORPORATION							
Career Education Clusters, 15 USOE Clusters	FS		X				
Career Mini-Strips							
1. Health Occupations, 6 Titles	FS		X				
2. Public Service Occupations, 6 Titles	FS		X				
3. Transportation Occupations 6 Titles	FS		X				
Career Lab: A Career Exploration Program	MK	X		X			X
WILLIAM MORROW AND COMPANY, INC.							
Exploring Careers Series, 16 Titles	SB, TG		X				

green

WINSTON PRESS, INC.

		1	2	3	4	5	6
Deciding For Myself: A Values-Clarification Series, 3 Sets And 30 Total Units	B, TG				X		X

Blue

EXPLORATION AND PREPARATION STAGE: GRADES 9-12

D1. Crystallizes and implements occupational self-concept

D2. Executes plans to qualify for post-secondary career objectives

D3. Displays commitment to implementation of a career plan

D4. Demonstrates competency in decision-making skills and strategies

D5. Demonstrates effective interpersonal skills in relation to work

D6. Demonstrates effective work habits and attitudes

Blue

		1	2	3	4	5	6
ABT ASSOCIATES, INC.							
Settle Or Strike*							
Career Education Activities For Subject Area Teachers: Volume III (1975)	TR	X	X				
Adventure II: Career Guidance Game	G		X		X		
Adventure: Lifelong Learning Game	G		X		X		
ACI MEDIA, INC.							
Careers For Now Series*							
ACOUSTIFONE CORP.							
Career Exploration Series, 100 Occupations Categorized Into 20 Clusters	MK		X				
AIMS INSTRUCTIONAL MEDIA SERVICES INC.							
It's Your Future	F		X				
I Never Went Back	F		X				
Are You Ready For A Job?	F		X				
THE AMERICAN COLLEGE TESTING PROGRAM							
Career Planning Program (1976)	GT, MK	X	X		X		
AMERICAN GUIDANCE SERVICE, INC.							
Coping With Series*							
ARGUS COMMUNICATIONS							
Technology: Master Or Slave?*							
Feeling And Thoughts: How Do You Make Decisions?*							

#66

		1	2	3	4	5	6
Strike It Rich! What Does It Mean To Be Rich?*							
Truth And Consequences*							
Let's Get Organized*							
You Have To Want Something*							
Interpersonal Communication*							
Career Poster Theme Kit*							
Making Sense Of Our Lives*							
Winner And Losers	SB						X
Self-Actualization	SB			X			
Meeting Yourself Halfway, 31 Exercises	SB, SM	X					X
If You Don't Know Where . . . Kit (1974)	SB, SM				X		
Who I Am: Personal Growth Media	MK	X				X	
Why Am I Afraid To Tell?	MK	X				X	
AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION							
How To Vist Colleges (1972)	B		X				
How To Select A Private Vocational School (1974)	B		X				
Career Wheels							
1. Social Science	SR		X				
2. Humanities	SR		X				
3. Natural Science	SR		X				
4. Engineering	SR		X				
5. Business	SR		X				
How To Complete Job Application Forms (1975)	B		X				
Career Decisions (1969)	B				X		
Why Not Explore Rewarding Careers? Film Series, 13 Titles	F		X				

		1	2	3	4	5	6
College Selection Film Series 13 Titles	F	X					
BARR FILMS (ARTHUR BARR PRODUCTIONS, INC.)							
Craftsman	F		X				X
BENZIGER BRUCE & GLENCOE, INC.							
Discovery Through Guidance*							
My Career Guidebook (1974)	WB, TG	X	X				
How To Choose Your Work (1974)	SB	X	X				
How To Get A Job (1974)	SB		X				
BOBBS MERRILL							
Life Career (1970)	G		X			X	
BOWMAR							
A Direction For Tomorrow	MK		X				
How To Get That Job (1974)	FS, TG		X				
How To Beat The Establishment And Get That Job	SB		X				
CAREER AIDS, INC. DEPT. AC							
New Careers In Agriculture, 8 Titles	FS		X				
A Business Of Your Own, 15 Kits	B, AC		X				
Birth Of A Business	MK		X				
Making It In Your Own Business	FS		X				
Job Attitudes Program, 6 Parts	FS, WB		X				X
Selling: A Good Way To Earn A Living	MK		X				
Crossroads: Home Economics And The Working World, 6 Units	MK		X				

		1	2	3	4	5	6
Exploring The World Of Work, 6 Titles	AC		X				
Choosing A Profession, 24 Occupations	AC		X				
Looking Forward To A Career, 24 Titles	B		X				
Choosing A Vocation, 10 Occupations	AC		X				
Careers In The Building Trades, 2 Titles	FS		X				
Career Guidance Series, 43 Titles	B		X				
Occupational Notebook	WB, TG		X				
Exploring Careers	SM, TG		X				
Making It In Government	FS		X				
Careers In Engineering	FS		X				
Careers In Law Enforcement	FS		X				
Career Education Cassettes, 216 Occupations	AC		X				
"Working As . . ." Series, 6 Titles	AC		X				
Advertising Careers, 4 Titles	FS		X				
Stage Craft/Filmaking Careers, 2 Titles	FS		X				
Grafic Arts/Drafting Careers, 2 Titles	FS		X				
Creative Arts Careers, 4 Titles	FS		X				
World Of Work							
1. Getting A Job	MK		X				
2. Me And Jobs	WB, TG	X	X				
3. On The Job	MK					X	X
4. Cross Vocational Skills And Information Kit	MK		X				
CAREER EDUCATION ASSOCIATES, INC.							
Bookassettes, 9 Titles	MK		X				
CAREER GROWTH ASSOCIATES, INC.							
Career Motivation Program	GT	X	X				

		1	2	3	4	5	6
CAREER PUBLISHING, INC.							
Job Seeker Tips Posters, 16 Titles	P		X				
Career Tips Posters, 16 Titles	P		X				
15 Steps Toward Getting A Job (1974)	B		X				
15 Tips On Holding A Job (1974)	B		X				
CENTRON FILMS							
Handling Information At The Personal Level, Series							
1. Dealing With Criticism (1975)	F						X
2. Drawing Conclusions Is A Trick Art (1975)	F				X		
3. Many Hear - Some Listen (1975)	F						X
4. Dealing With The Unexpected (1975)	F						X
CFI (COUNSELOR FILMS, INC. - CAREER FUTURES, INC.)							
Work Survival Skills: For Students With Special Needs *							
The Library Of Career Counseling Films, 40 Titles	F, FS		X				
CHANGING TIMES EDUCATION SERVICE							
Career Directions, Multi-Media Kits							
1. Deciding On Your Career (1974)	MK		X				X
2. Choosing The Kind Of Job You Want (1974)	MK		X				X
3. Entering The Job Market (1974)	MK		X				X
4. Staying With It And Getting Ahead (1974)	MK		X				X
5. Workers And Management (1976)	MK		X				X
6. Unions And You (1976)	MK		X				X
CHARLES A. JONES PUBLISHING CO.							
Career Perspective: Your Choice Of Work*							

#67

		1	2	3	4	5	6
CHARLES E. MERRILL PUBLISHING COMPANY							
Career Survival Skills*							
Decision: A Values Approach To Decision Making (1974)	MK				X		X
CHOOSING YOUR CAREER							
Choosing Your Career Kits*							
CHURCHILL FILMS							
Decisions, Decisions (1973)	F		X				
Other Women, Other Work (1973)	F						X
To Be A Musician - A Series (1970)							
1. To Be A Conductor	F		X				
2. To Be A Composer	F		X				
3. To Be A Performer	F		X				
COLLEGE ENTRANCE EXAMINATION BOARD							
How To Decide: A Guide For Women (1976)	WB, SR			X	X		
I Can Be Anything: Careers And Colleges For Young Women (1975)	SB		X				
Decisions And Outcomes (1973)	WB, TG		X		X		
CONSULTING PSYCHOLOGISTS PRESS							
Career Planning: Search For A Future (1973)	WB, TG	X	X		X		
The Self-Directed Search (1974)	GT	X	X		X		
CORONET INSTRUCTIONAL MEDIA							
Black Americans At Work, 6 Titles	FS		X			X	
Selecting A Vocation, 8 Titles	FS		X				
The Job Hunt	AC, SB, TG		X				

		1	2	3	4	5	6
Choosing Your Career	WB	X	X				
CREATIVE LEARNING CENTER							
Telling Your Story On An Employment Application	AC, F, or FS		X				
Your Job Interview	AC or F		X				
So You Want To Go To Work	AC		X				
Put Your Best Foot Forward	AC		X				
Tommorrow's Jobs	AC		X				
What To Do If You're Fired	AC		X				
Dudley The Drop Out	AC, F, FS		X				
Careers, 50 Titles	AC		X				
The Changing Job Market	AC		X				
Turn Your Job Interviews Into Job Offers	WB		X				
Job Interview	WB		X				
Starting And Managing Your Own Business, 7 Titles	AC		X				
CURRENT AFFAIRS/YOUNG WORLD							
Choosing A College	FS		X				
The Vocational Technical School: Getting Acquainted (1976)	FS		X				
Choosing A Vocation (1973)	FS		X				
Making It Vocationally (1975)							
1. In Construction	FS		X				
2. In The Environmental Sciences	FS		X				
3. In Your Own Business	FS		X				
4. In Food Services	FS		X				
5. In Government	FS		X				
6. In Human Services	FS		X				

		1	2	3	4	5	6
Occupational Families: Arts And Humanities, 6 Titles (1976)	FS		X				
Occupational Families: Marketing And Distribution, 6 Titles (1976)	FS		X				
Careers Without College, 16 Titles (1975)	AC, TG		X				
The Work Ethic: A Victim Of Progress	FS						X
CURRICULUM INNOVATIONS, INC.							
Career World	M		X				
D & E PUBLISHING COMPANY							
Corner Your Career (1973)	SB		X				
Career Course Syllabus	TR		X				
Career Cluster By D. O. T. Chart							
Career Self Analysis	WB	X	X				
DANA PRODUCTIONS							
The Joy Of Achievement	F						X
DATA FILMS							
Revolution In Relevance (1972)	F		X		X		
Bob & Caren & Ted & Janice (1973)	F		X				
DEF MEDIA CORPORATION							
Our World Of Work: Career Education For The Special Education Student							
1. Why We Work	FS		X				X
2. At The Car Wash	FS		X				
3. At The Service Station	FS		X				
4. At The Factory	FS		X				
5. At The Restaurant	FS		X				

		1	2	3	4	5	6
DELMAR PUBLISHERS							
Industrial Labor And Community Relations (1974)	SB, TG		X				
DOUBLEDAY MULTIMEDIA							
Career Series*							
THE ECCENTRIC CIRCLE							
Mrs. Cop	F		X				
EDUCATION ACHIEVEMENT CORPORATION							
Motivation For Career Success	MK	X	X	X	X		
EDUCATIONAL ACTIVITIES, INC.							
Exploring The World Of Work, 6 Cassettes	AC		X				
Planning Beyond School, 6 Cassettes	AC		X				
Career Education, 9 Series And 108 Cassettes	AC		X				
EDUCATIONAL DESIGN, INC.							
The World Of Work Series							
1. On The Job (1973)	MK		X				
2. Getting A Job (1973)	MK		X				
3. Job Communication Skills (1973)	MK		X				
4. Me And Jobs (1974)	MK	X	X				
Me And Others (1976)	MK	X				X	
First Jobs (1977)	MK		X				
EDUCATIONAL DIMENSIONS CORPORATION							
Career Guidance, 29 Titles	FS		X				
EDUCATIONAL PROGRESS CORPORATION							

#68

		1	2	3	4	5	6
Career Games (1974)	MK	X	X		X		
Career Development Laboratory	AC, AS, TG	X	X		X		
EDUCATIONAL PROPERTIES INCORPORATED							
Comprehensive Career Education System*							
EDUCATIONAL RESEARCH, INC.							
Career Education Cassette Program, 9 Career Areas	AC		X				
ENCYCLOPEDIA BRITANNICA EDUCATIONAL CORPORATION							
Job Opportunities, 50 Titles	FL		X				
Careers In The Office (1971)							
1. Choosing A Job	F		X				
2. Applying For A Job	F		X				
3. Working Together	F					X	
4. Getting A Promotion			X			X	
5. Communicating With The Public	F					X	
EYE GATE							
Listen To Learn Career Cassettes, 58 Cassettes, 116 Occupations (1974)	AC		X				
Building Trade Workers, 10 Titles (1972)	FS		X				
Educations For Occupations, 8 Titles (1972)	FS		X				
Finding Your Job, 6 Titles (1972)	FS		X				
Hospital Job Opportunities, 10 Titles (1972)	FS		X				
Careers In Aerospace, 12 Titles (1971)	FS		X				
The World Of Work: Vocational Opportunities, 14 Titles (1970)	FS		X				
Careers In Aerospace, 10 Titles (1971)	FL		X				

		1	2	3	4	5	6
Focus On The Creative Arts, 4 Titles (1974)	FS		X				
Focus On The Performing Arts, 4 Titles (1974)	FS		X				
Focus On The Small Business Owner, 4 Titles (1974)	FS		X				
Focus On The Professions, 4 Titles (1974)	FS		X				
Workers Of The Community, 6 Titles (1974)	FS		X				
The ABC's Of Getting And Keeping A Job, 8 Titles (1970)	FS		X				
FAIRCHILD PUBLICATIONS, INC.							
How To Apply For A Job, 8-Part Learning Game	MK		X				
Career Exploration: You And Your Future (1975)	SB, WB	X	X				
Distributive Career Series, 5 Titles	SB		X				
Exploring Health Career Series, 4 Titles	SB, TG		X				
Business And Office Careers (1975)	SB		X				
FILMS INCORPORATED							
Dignity Of Work Series, 7 Titles	F		X				X
FINNEY COMPANY							
Occupational Guidance, 5 Units, 800 Job Descriptions	B		X				
Planning My Career	WB		X				
Finding Your Job, 6 Units, 360 Job Descriptions	B		X				
Finding Your Job Workbook	WB, TG		X				
Help Yourself To A Job, 3 Parts	WB		X				

		1	2	3	4	5	6
FOLLETT PUBLISHING COMPANY							
The Turner Career Guidance Series (1974)							
1. Wanting A Job	WB, TG		X				
2. Training For A Job	WB, TG		X				
3. Starting A Job	WB, TG		X				
4. Looking For A Job	WB, TG		X				
5. Holding A Job	WB, TG		X				
6. Changing A Job	WB, TG		X				
Accent/Personality, 4 Titles	B, TG		X				
Accent/World Of Work, 4 Titles	B, TG		X				
Accent/Jobs And Job Models, 3 Titles	B, TG		X				
Vocational Reading Series, 6 Titles	B, TG		X				
GARRETT PARK PRESS							
Career Education Wall Charts, 15 Titles	SP		X				
GREAT PLAINS NATIONAL INSTRUCTIONAL TELEVISION LIBRARY							
Work Is For Real, Thirty 15 Minute Lessons	F or VC		X				
GUIDANCE ASSOCIATES							
Different Ways To Go To College	FS		X				
Your First Week On The Job (1972)	FS		X				
Job Hunting: Where To Begin (1972)	FS		X				
The Paycheck Puzzle	FS		X				
What You Should Know Before You Go To Work	FS		X				
Babysitting: The Jobs - The Kids	FS		X				
The People Profession: Careers In Home Economics (1974)	FS		X				
Jobs For You: It's Happening In Home Economics (1972)	FS		X				
Jobs For High School Students	FS		X				
Career Direction: High School As Try Out	FS		X				

		1	2	3	4	5	6
Careers And Lifestyles (1974)							
1. Kris And Martha Haugen: Part-Time Farmers	FS		X		X		
2. Stanley Miller: Surgeon	FS		X		X		
3. Hubie Foster: Neighborhood Center Director							
4. Victor Perez: Fire Fighter	FS		X		X		
5. Timmy Sandville: Independent Carpenter	FS		X		X		
6. Cynthia Gabel: Corporative Executive	FS		X		X		
7. Julie Fenwick: Entrepreneur	FS		X		X		
8. Ted Fargo: Production Worker	FS		X		X		
Jobs And Gender (1971)	FS		X				X
The Changing Work Ethic (1973)	FS						X
Your Personality: The You Others Know	FS	X					
Making The Most Of Your Talents	FS	X					
Trees For 2001 (1973)	FS		X				X
Woman At Work: Choice And Challenge	FS		X				X
Career Choice: A Lifelong Process		X					X
You And Your Job Interview					X		
Job Attitudes Series							
1. A Job That Goes Someplace	FS						X
2. Liking Your Job And Your Life (1977)	FS						X
3. On The Job: Four Trainees (1971)	FS						X
4. Trouble At Work	FS						X
5. Why Work At All?	FS						X
The College Orientation Series							
1. College? It's Up To You (1972)	FS		X				
2. Which College For You?	FS		X				
3. What To Expect At College	FS		X				
Career Values: What Really Matters To You? (1974)	FS				X		X
Adolescent Conflict Series, 5 Titles	FS			X		X	
Adolescent Experience Series, 6 Titles	FS	X			X		X

#69

		1	2	3	4	5	6
GUIDANCE CENTRE							
Career Planning: Search For A Future (1973)	B, WB	X	X				
HARVEST EDUCATIONAL LABS							
World Of Work, (Special Ed.)							
1. The Working World	FS		X				
2. Finding A Job	FS		X				
3. The Job Application	FS		X				
4. The Job Interview	FS		X				
5. Your Paycheck	FS		X				
Work Habits And Attitude: Getting Along On The Job, 4 Titles, (Special Ed.)	FS					X	X
Employment Opportunities, 6 Titles, (Special Ed.)	FS		X				
Hospital Occupations, 7 Titles (Special Ed.)	FS		X				
Commercial Laundry Occupations, 2 Titles, (Special Ed.)	FS		X				
Building Trades & Industrial Maintenance Occupations, 5 Titles (Special Ed.)	FS		X				
Automotive Occupations, 4 Titles (Special Ed.)	FS		X				
Restaurant Occupations, 4 Titles (Special Ed.)	FS		X				
Clerical Occupations, 5 Titles (Special Ed.)	FS		X				
H. C. JOHNSON PRESS, INC.							
Occupational Essentials: Skills And Attitudes For Employment (1974)	WB, TG	X	X				X
HOFFMAN OCCUPATIONAL LEARNING SYSTEMS							
Career Information Library 300 Career Titles	T, AC		X				

		1	2	3	4	5	6
HOUGHTON MIFFLIN (SEE ALSO TIME SHARE)							
Career Planning Program, Grades 8-12 (1974)	GT	X	X		X		
The Assessment Of Career Development (1974)	GT	X	X		X		
HOWARD W. SAMS & CO., INC.							
Your Career In The World Of Work	SB, WB		X				
Career Development Activities	WB, TG	X	X				
HUMAN RESOURCE DEVELOPMENT PRESS							
Get A Job	WB		X				
The Art Of Developing A Career (1974)	WB, TG	X	X		X		
How Who Develops His Career (1973)	WB	X			X		
How Who Finds His First Job (1973)	WB	X			X		
HWC (H. WILSON CORPORATION)							
Exploring The World Of Work, 6 Cassettes	AC	X	X				
Planning Beyond High School 6 Cassettes	AC		X		X		
INSTRUCTIONAL SIMULATIONS, INC.							
Life Skills Units	G				X		
Female Images	G	X			X	X	
INTERNATIONAL TEACHING TAPES, INC.							
Career Education: A Man's Work, 50 Cassettes (1972)	AC		X				
Adventures In Success, 6 Tapes	AC			X	X	X	
THE INTERSTATE PRINTERS & PUBLISHERS, INC.							

		1	2	3	4	5	6
Career Choice And Career Preparation	WB		X				
You And Your Job Series	C		X				
Essential Aspects Of Career Plannning And Development	SB		X				
J. B. LIPPINCOTT COMPANY							
Becoming: A Course In Human Relations (1975)	MK	X				X	X
J. G. FERGUSON PUBLISHING COMPANY							
Encyclopedia Of Careers And Vocational Guidance, Vol. I & II (1975)	SR		X				
JEFFREY NORTON PUBLISHERS							
Career Strategy Audio Cassette Library, 70 Titles	AC		X				
JULIAN MESSNER							
Books For Career Education And Personal Counseling*							
KING FEATURES							
People At Work*							
Real World	M		X				X
KNOWLEDGE AID							
What's It Like: Career Motivation Series, 22 Cassettes			X				X
LOVE PUBLISHING COMPANY							
Manpower And Economics Education: A Personal And Social Approach To Career Education (1973)	SB, TG		X				

		1	2	3	4	5	6
MAR MEDIA, INC.							
Career Awareness And Self Esteem Program, 8 Titles	F	X	X				X
MCGRAW HILL (GREGG)							
Career Core Competencies: A Cooperative Work-Experience Program (1977)	MK	X	X		X	X	X
World Of Work: Reading In Interpersonal Relations, 50 Titles	B, TG		X			X	X
Occupations And Careers	SB		X				
What Job For Me? 18 Titles	B		X				X
Your Job And Your Future, 2 Titles	B		X				
MCKNIGHT PUBLISHING COMPANY							
Exploring The Construction Industry*							
Exploring Careers In Child Care*							
Exploring Careers In Hospitality And Food Service*							
Career Decision-Making Program (1977)	MK	X	X		X		
Succeeding In The World Of Work (1975)	MK	X	X		X	X	X
The World Of Communications							
1. Visual Media (1974)	MK		X				X
2. Audiovisual Media (1975)	MK		X				X
THE MIT PRESS							
Yellow Pages Of Learning Resource (1972)	SR		X				
MULTI-MEDIA PRODUCTIONS, INC.							
Careers - The Paraprofessional							
1. What Is A Paraprofessional?	FS		X				
2. The Paramedic	FS		X				
3. The Legal Assistant	FS		X				

#70

		1	2	3	4	5	6
4. The Teaching Paraprofessional	FS		X				
5. The Social Service Aide	FS		X				
6. The Mental Health Worker	FS		X				
Careers - The Goers							
1. An Overview	FS		X				
2. Airline Personnel	FS		X				
3. The Camping Equipment Retailer	FS		X				
4. Take A Bus	FS		X				
5. Taxi! Taxi!	FS		X				
6. The Hotel Management Trainee	FS		X				
NATIONAL CAREER CONSULTANTS, INC.							
The Fascinating World Of Work Career Awareness (1973)	MK		X				
NEW READERS PRESS							
Occupations 1 (1975)	SB		X				
Occupations 2 (1974)	SB		X				
The World Of Work (1975)	SB		X				
Out Of Work (1975)	SB		X				
The Be Informed Series: Unit 7, Be Informed On Finding A Job (1975)	B		X				
NEWSWEEK							
Working Americans	MK		X				X
The Meaning Of Money	MK		X				
PARAMOUNT OXFORD FILMS							
Career Education Series, 4 Titles	F		X				
Careers And Attitudes	F						X
Pride And Workmanship	F						X
Jobs: How The Broker Feels	F						X

		1	2	3	4	5	6
PATHESCOPE EDUCATIONAL FILMS, INC.							
Careers, 30 Titles	FS		X				
PAULIST PRODUCTIONS							
Me, Myself	F	X				X	
Daily Bread: The Work Ethic	F						X
PENNANT EDUCATIONAL MATERIALS							
Choices (1975)	AS, TG		X		X		
PFLAUM							
Awareness Experiences*							
Dimensions Of Personality: Search For Values	MK	X		X		X	
PRENTICE-HALL, INC.							
Lifestyles	FS						X
Careers: Exploration And Decision (1974)	SB, TG	X	X		X		
Crossroads: Home Economics And The Working World, 6 Units	MK		X		X		
PREP, INC.							
Comprehensive Occupational Assessment & Training System							
1. Job Matching System	MK	X	X				
2. Work Samples	S		X				
3. Employability Attitudes	MK, S						X
4. Living Skills	MK		X		X		
QED PRODUCTIONS							
Vocational Decision							
1. An Introduction To Vocation	FS		X			X	
2. The World Of Work	FS		X				X
3. Counseling In Vocational Decision	FS				X	X	

		1	2	3	4	5	6
RANDOM HOUSE, INC.							
Compulearn: Decision Making	MK	X	X		X		
Career-Wise, 92 Titles	SB,TG,AS,P		X				
RELEVANT PRODUCTION, INC.							
Personal Reading Modules: Work Series, 7 Modules	MK		X				
Personal Reading Modules: People Series, 6 Modules	MK				X	X	
Life Style 70's Modules							
1. Finding A Job	MK		X				
2. Preparing For Work	MK		X				
3. Decision Making	MK			X			
4. Building Self Concepts	MK	X					
RICHARDS ROSEN PRESS, INC.							
Careers In Depth, 18 Titles	SB		X				
SANDLER INSTITUTIONAL FILMS, INC.							
A Closer Look At The Work Experience							
1. The Women's Prejudice Film	F						X
2. The Work Prejudice Film	F						X
3. I Want To Work For Your Company (1972)	F		X				
4. Your New Job	F					X	
5. Person To Person . . . Making Communications Work For You	F					X	
6. What Do We Look Like To Others	F						X
7. What Is Business	F		X				
SCHOLASTIC BOOK SERVICES							
Discovery*							

		1	2	3	4	5	6
Opportunity	MK	X	X				
SCIENCE RESEARCH ASSOCIATES							
Work-Widening Occupational Roles Kit*							
Keys - Career Exploration Program*							
Expo 10: Exploring Career Interests*							
Job Family Series*							
Career Education Activities*							
The Career Planning Notebook	WB, TG	X	X		X		
About You	B	X				X	
What To Do After High School	B	X	X				
How To Get Into College And Stay There	B		X				
Where Do I Go From Here?	B		X				X
Knowledge Needed To Obtain Work, 64 Titles (1973)	T		X		X		
Guidance Series Booklets, 32 Titles (1971)	B	X	X			X	X
Career Information Kit (1974)	MK		X				
Occupational Exploration Kit	MK		X				
Career Development Program	GT, SM, TG	X	X		X		
New Rochester Occupational Reading Series - The Job Ahead	SB, WB, TG		X				X
Job Experience Kits, 20 Simulations	S		X		X		
Decision Making For Career Development (1975)	MK	X			X	X	
SINGER EDUCATION DIVISION (SOCIETY FOR VISUAL EDUCATION, INC.)							
Job Survival Skills Program	MK	X	X		X	X	X
Career Awareness Laboratory	MK	X	X		X	X	X

Blue #71

		1	2	3	4	5	6
Exploring Careers, Nine Groups, 54 Titles	FS		X				
Finding And Getting A Job (1974)							
1. Choosing Your Career	FS		X				
2. Finding A Job Opening	FS		X				
3. Applying For A Job	FS		X				
4. The Job Interview	FS		X				
5. Your First Months On The Job	FS		X				
6. You And The Changing World Of Work	FS		X				
Job Opportunities Now - Group I							
1. Requirements In The World Of Jobs	FS		X				
2. Achieving Success In The World Of Jobs	FS		X				
3. Job Opportunities In A Restaurant	FS		X				
4. Job Opportunities In A Hospital	FS		X				
5. Job Opportunities In A Department Store	FS		X				
6. Job Opportunities In A Supermarket	FS		X				
Vocational Education System, 15 Work Sampling Stations	S		X				
SUPERINTENDENT OF DOCUMENTS							
Occupational Outlook Handbook, 1976-1977 Edition (1976)	SR, TR		X				
SUPERIOR EDUCATIONAL MEDIA, INC.							
Audio-Visual Vocational Exploration							
1. Home Economics	FS		X				
2. Office Occupations	FS		X				
3. Trade And Industry			X				
4. Technical	FS		X				
5. Distributive Education	FS		X				
6. Agriculture	FS		X				
TIME SHARE (HOUGHTON MIFFLIN)							
Career Education Program: Volume III (1973)	TR	X	X		X		X
Career Exploration And Planning (1976)	SB, WB, TG	X	X		X		

		1	2	3	4	5	6
Career Opportunities Boxes							
1. English	C		X				
2. Social Studies	C		X				
3. Mathematics	C		X				
4. Foreign Language	C		X				
5. Science	C		X				
Job Lab II	C, TG		X				
Finding Your First Job	WB, TG		X				
UNITED FEATURE SYNDICATE, INC. (MERCER ENTERPRISES, INC.)							
Job Scene*							
UNIVERSAL EDUCATION AND VISUAL ARTS							
Careers: Acquiring Entry Level Skills (1975)	F		X				
VISION PUBLISHING							
Awareness Series (1976)							
1. Success Core	WB, TG				X		
2. Careereach	WB, TG				X		
3. Job Search, Seizure, Survival	WB, TG		X		X		
4. College Survival	WB, TG		X		X		
5. Skills Tool Kit	WB, TG				X		
6. Goals	WB, TG				X		
7. Communisuasion	WB, TG				X		
8. Decision Making	WB, TG				X		
VOCATIONAL BIOGRAPHIES, INC.							
Vocational Biographies, 4 Page Leaflets	B			X			
VOCATIONAL FILMS							
Women In The World Of Work (1974)	F			X			
Why Work? (1973)	F						X
Careers In A Large Industry (1974)	F			X			

Blue

		1	2	3	4	5	6
After High School . . . What?	F		X				
VOCATIONAL GUIDANCE MANUALS							
VGM Series, 41 Titles	SB		X				
Allied Health Careers, 4 Titles (1976)	FS		X				
Building Construction Trades, 4 Titles (1976)	FS		X				
Careers In Biology	FS		X				
Working For A Better Environment, 4 Titles	FS		X				
WESTINGHOUSE LEARNING CORPORATION							
Career Lab: A Career Exploration Program*							
Career Skills Matrix, 15 Titles	P		X				
PROBE: A Program For Planning Ahead Educationally, 15 Exercises	GT, TG	X		X	X		
Career Training: How, What, Where 6 Titles	FS		X				
Effective Personal and Career Decision Making	WB		X		X		
WINSTON PRESS, INC.							
Deciding For Myself: A Values-Clarification Series*							
WORK MOTIVATOR (LEONARD JAMES, INC.)			X				
Work Motivator Posters, 24 Titles	P		X				